



CONTINUOUS SCHOOL IMPROVEMENT

Luella Elementary School

Student Performance Goal #1:

By the end of May 2020, increase the percent of students in grades 3 through 5 scoring proficient and above on the Georgia Milestones End-of-Grade Assessment in English Language Arts from 37.43 to 42 percent.

By the end of May 2020, students in Kindergarten through second grade will perform at 80% or above on the End of The Year Open Court Phonics Assessment.

HCS Strategic Priority:

Strengthen our core business of student learning

Ensure a high performing environment for all students

HCS Core Beliefs and Commitments:

We believe that each student can learn at or above grade level and will have an equal opportunity to do so.

We believe all learning environments should be supportive, safe, and secure.

We believe effective teachers and leaders produce excellent results.

We will foster connections for families and community to support student learning.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Ensure that all teachers utilize Henry Units of Study which include instructional strategies and embedded core resources	Students will use a variety of strategies to read and comprehend text. Read grade level or above text. Read with fluency and appropriate phrasing and rate.	Balanced Instruction Models for all content areas Trainings using HMH core resources	Use lesson plans, teacher planning sign in sheets, collaborative planning notes, and observations



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
	Students will use language correctly to communicate clearly and effectively.	Reading strategies training	
Weekly collaborative teacher team meetings with a focus on analysis of data to make instructional decisions and planning for flexible groups, accelerated intervention and enrichment to improve student outcomes	Increase in the percent of students meeting or exceeding standards	Data analysis training	Use collaborative team agendas, unit plans, observations, and/ or TKES
Analyze data from Early Literacy Initiative K-2	Increase in the number of students learning to read and communicate effectively	On – going training and use of data talks protocols	Early Literacy assessment cycle data completed every 13 days All K- 2 grade levels complete data analysis
Deliver, analyze and adjust instruction in reading by differentiating instruction based on common assessments	Students will meet or exceed learning targets	Differentiated instruction training	Grade level WIN plans, lesson plans, and student growth goals



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Identify students who are in MTSS process and provide evidence based interventions to those who are not meeting grade level standards	Teachers will monitor growth data to increase the number of students meeting or exceeding grade level standards	MTSS resources and interventions training	MTSS log, data from assessments, Lexile levels, WIN time plans, AR data, F and P levels, and EIP exit rates

<p>Student Performance Goal #2: By the end of May 2020, increase the percentage of students in grades 3 through 5 scoring proficient and distinguished learners in mathematics from 43.08 percent to 48 percent on the Georgia Milestones End of Grade Assessment. As a benchmark data measure in math, students in Kindergarten through second grade will score 80% or above on the end of year grade level common formative assessment.</p>
<p>HCS Strategic Priority: Strengthen our core business of student learning Ensure a high performing environment for all students</p>
<p>HCS Core Beliefs and Commitments: We believe that each student can learn at or above grade level and will have an equal opportunity to do so. We believe all learning environments should be supportive, safe, and secure. We believe effective teachers and leaders produce excellent results. We will foster connections for families and community to support student learning.</p>



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Utilize Henry Units of Study which include instructional strategies and embedded core resources	Increased percentage of students performing at grade level in mathematics	Balanced Instruction Models for all content areas Trainings using HMH core resources Math strategies training	Use lesson plans, planning sign in sheets, work samples, and observations
Collaborative teacher team meetings with a focus on analysis of data to make instructional decisions and planning for flexible groups, remediation, accelerated intervention and enrichment	Students will be able to reason, describe, analyze, quantify, use patterns, interpret and solve problems	Teaching math strategies training	Use collaborative team agendas, unit plans, lesson plans, observations, and/ or TKES District staff attend collaborative planning sessions and provide feedback to teachers
Implement a balanced assessment system to include formative and summative assessments aligned to standards to monitor learning and guide instruction	Students using their data to improve mastery of the standards	District training on assessment strategies and using core resources Teachers and leaders attend out of District training on use of assessments and instructional strategies to build repertoire.	Team agendas, lesson plans, observations, student work samples, student growth targets, and/ or TKES



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Implement advanced/ accelerated math for students who meet the eligibility criteria in 4 th and 5 th grades	Increase the percent of students scoring in the distinguished level in math	Offer training for teachers teaching advanced math content	Lesson plans differentiated to include plans to support advanced math content



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Student Performance Goal #3:

By the end of May 2020, increase the percentage of students in fifth grade scoring proficient and distinguished in Social Studies from 21 percent to 27 percent on the Georgia Milestones End of Grade Assessment.

As a benchmark data measure in Social Studies, students in Kindergarten through fourth grade will score 80% or above on the end of the year grade level common formative assessment.

HCS Strategic Priority:

Strengthen our core business of student learning

Ensure a high performing environment for all students

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We believe all learning environments should be supportive, safe, and secure.

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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Utilize Henry Units of Study which include instructional strategies and embedded core resources	Students will be able to demonstrate an understanding of how they can make a global impact on their local and national conditions.	District trainings on use of core materials	Planning sign in sheets, observations, and lesson plans



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Implement systematic collaborative planning structures and processes to ensure teachers are planning, developing assessments, and analyzing assessment results to guide instruction, differentiate groups and tasks, and improve student outcomes.</p>	<p>Students will be able to analyze their community, different historical periods, ideas, themes and make life connections among them.</p>	<p>Teachers and leaders attend in and out of District training on use of assessments and instructional strategies to build repertoire.</p>	<p>Lesson plans, student work samples, agendas, and observations</p>
<p>Utilize the balanced model of instruction for Social Studies</p>	<p>Students will be able to communicate their understandings, collaborate to gain information and demonstrate mastery of the standards.</p>	<p>Strategies for teaching Social Studies Use of primary and secondary sources</p>	<p>Lesson plans, observations, planning sign in sheets, work samples, and grade level planning notes</p>