


BACKGROUND INFORMATION				
JJ Harris Elementary School				
Principal Name: Beverly Harper			School Address: 2300 Danielsville Road•Athens, GA 30601	
Title I Budget Amount: \$263,060				
Vision Statement: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.				
Mission Statement: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom and for every child				
Core Beliefs: Enter School Core Beliefs				
Enter number and percentage of students for each of the identified student groups			Enter number of teachers for each of the identified student groups	
Student Groups	Enrollment #	Enrollment %	Student Funding Categories	Teachers #
ALL	562		All	45.00
Regular Education	494	87.9%	Regular Education	24.00
Students with Disabilities	68	12.1%	Students with Disabilities	5.00
English Learners	207	36.8%	English Learners	5.00
Gifted Students	47	8.4%	Gifted Students	2.00
EIP	279	49.6%	EIP	5
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	189	33.6%		
Asian	0	0.0%		
Hispanic	324	57.7%		
White	34	6.0%		
Two or More Races	15	2.7%		
Other Student Information (2017)	Enrollment #	Enrollment %		
Direct Certified Poverty Students	328	58.3%		
Mobile Students	49	8.7%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	73.3	68.4	64.9	59.7

Previous Zone Analysis used by SMART System (Sample)

	ELA-EOG % Proficient+	Math-EOG % Proficient+	Reading Inventory Lexile % Proficient+	Math Inventory Quantile % Proficient+
BLUE ZONE	80+	80+	65+	50+
GREEN ZONE	60-79	60-79	50-64	35-49
YELLOW ZONE	40-59	40-59	35-49	25-34
RED ZONE	< 40	< 40	< 35	<25

Median Percentile Zone Analysis used in this School Growth Plan (Sample)

	ELA-EOG % Proficient+	Math-EOG % Proficient+	Reading Inventory Lexile % Proficient+	Math Inventory Quantile % Proficient+
GREEN SHADED ZONE (Higher)	40%+	31%+	43%+	24%+
WHITE ZONE (Median Percentile)	39%	30%	42%	23%
RED SHADED ZONE (Lower)	38%-	29%-	41%-	22%-
Actual 2017-18	45%	32%	39%	21%
Actual 2016-17	32%	31%	42%	25%
Actual 2015-16	41%	27%	45%	24%

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED				
JJ Harris Elementary School				
LITERACY GAP ANALYSIS				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	All Students	56.2%	37.1%	20.0%
2016-17	All Students	51.5%	28.0%	17.1%
2015-16	All Students	59.6%	29.0%	15.4%
Accountability Target	All Students	68.6%	50.4%	38.3%
Accountability GAP	All Students	-12.4%	-13.3%	-18.3%
Proficiency (100%) GAP	All Students	-43.8%	-62.9%	-80.0%
Change Over Time GAP	All Students	-3.4%	8.1%	4.6%
LITERACY STUDENT GROUPS DATA MATRICES				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	Female Students	52.2%	33.3%	24.2%
2016-17	Female Students	51.6%	30.0%	18.9%
2015-16	Female Students	16.0%	30.0%	15.0%
2017-18	Male Students	60.6%	40.8%	15.8%
2016-17	Male Students	49.6%	27.0%	15.0%
2015-16	Male Students	18.8%	28.0%	13.0%
2017-18	Students with Disabilities	57.9%	5.9%	2.9%
2016-17	Students with Disabilities	24.0%	2.0%	3.6%
2015-16	Students with Disabilities	11.0%	0.0%	0.0%
2017-18	English Learners	60.8%	19.5%	12.2%
2016-17	English Learners	50.0%	15.0%	7.6%
2015-16	English Learners	20.0%	0.0%	1.7%
2017-18	Gifted Students	89.0%	81.8%	59.1%
2016-17	Gifted Students	80.0%	64.0%	60.9%
2015-16	Gifted Students	80.0%	60.0%	88.8%
2017-18	Asian	NA	NA	NA
2016-17	Asian	NA	NA	NA
2015-16	Asian	NA	NA	NA
2017-18	Black Students	47.8%	41.7%	20.2%
2016-17	Black Students	50.0%	33.0%	19.0%
2015-16	Black Students	13.0%	40.0%	16.0%
2017-18	Hispanic Students	61.7%	33.1%	18.3%
2016-17	Hispanic Students	49.3%	25.0%	13.2%
2015-16	Hispanic Students	20.0%	20.0%	11.8%
2017-18	MultiRacial Students	66.7%	40.0%	20.0%
2016-17	MultiRacial Students	56.0%	25.0%	37.5%
2015-16	MultiRacial Students	43.0%	50.0%	25.0%
2017-18	White Students	36.4%	55.6%	44.4%
2016-17	White Students	68.4%	38.0%	60.0%
2015-16	White Students	13.3%	50.0%	50.0%
LITERACY STANDARDS & SKILLS DATA MATRICES				
KINDERGARTEN				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency
2017-18	38.8%	44.8%	63.2%	37.3%
2016-17	60.0%	68.0%	54.0%	63.0%
2015-16	56.0%	45.0%	68.0%	54.0%
FIRST GRADE				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency	
2017-18	53.5%	74.7%	50.7%	
2016-17	46.0%	55.0%	39.0%	
2015-16	61.0%	50.0%	52.0%	
SECOND GRADE				
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency	
2017-18	72.8%	36.0%	22.2%	
2016-17	49.0%	70.0%	39.0%	
2015-16	62.0%	69.0%	46.0%	
THIRD GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	41.8%	22.8%	10.1%	3.8%
2016-17	20.0%	10.0%	8.0%	2.0%
2015-16	N/A			
FOURTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	37.2%	21.8%	11.5%	3.9%
2016-17	39.0%	20.0%	8.0%	7.0%
2015-16	N/A			
FIFTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	32.5%	15.7%	8.4%	3.6%
2016-17	37.0%	21.0%	7.0%	7.0%
2015-16	30.0%			

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

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JJ Harris Elementary School			
https://docs.google.com/spreadsheets/d/1v-SUjKw-zyO7almX27dD1cC5yJubk2zRqPFAUcA/edit#gid=1758016813			
Greatest Area(s) of Need (GAN)			
When examining ELA Milestones EDG (3-5) Writing and Language is our GAN. When addressing Writing, we can not do it exclusively, b/c Writing on Milestones addresses Reading and references students' knowledge of text they have read. Therefore, we are writing about reading to improve our writing, language, and understanding of text. [1]			
Continuing Goal	School Indicators	School Measures	School Targets
85% of K-5 students at JJ Harris will be proficient in reading comprehension by 2020, as measured by the NWEA Measures of Academic Progress (MAP) Growth Assessment.	Writing about Reading (3-5)	1A - Grade Level Scored Writing Samples (3-5) Scored Writing Samples (3-5 2018-2019 & K-5 2019-2020)	1-A Focusing on Elaboration & Craft Narrative Performance - Pre 5th = Elaboration 1.8/6, Craft 1.9/6 4th = 3rd = Elaboration 2.0/6, Craft 1.8/6
		1B - Milestones EDG 3-5	current performance = 3.7% proficiency target performance = 40% of students will be proficient (8 students per classroom)
	Vocabulary (K-5)	2A -Grade Level Common Assessments	current performance = K = proficient 1 = proficient 2 = proficient 3 = proficient 4 = proficient 5 = proficient target performance = 70% of students performing at 70% or higher
		2B -NWEA MAP (K-5) - Vocabulary Acquisition & Use	Current performance = 37%, 3-5 average or above performance, 1-2 average or above performance December performance = 3-5 average or above performance, 1-2 average or above performance, K average or above performance target performance = 80% average or above performance over the course of 2 years
Indicator 3	3A - What measure will be used to assess progress for indicator #3?	3A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?)	
	3B - What measure will be used to assess progress for indicator #3?	3B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?)	

Results measures can be color coded by zone. Grade level students and named cohorts can be linked to grade level.

Chart 1-A scored writing samples.

2018-2019	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual	2019-2020	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual
Kindergarten						Kindergarten					
First						First					
Second						Second					
Third						Third					
Fourth						Fourth					
Fifth						Fifth					

Chart 2-A BAS

2018-2019	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual	2019-2020	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual
Kindergarten						Kindergarten					
First						First					
Second						Second					
Third						Third					
Fourth						Fourth					
Fifth						Fifth					

Chart 2-B M.A.P.

2018-2019	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual	2019-2020	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual
Kindergarten						Kindergarten					
First						First					
Second						Second					
Third						Third					
Fourth						Fourth					
Fifth						Fifth					

Chart 2-C District Common Assessments

2018-2019	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual	2019-2020	Autumn Actual	Target (desired)	Winter Actual	Target (desired)	Spring Actual
Kindergarten						Kindergarten					
First						First					
Second						Second					
Third						Third					
Fourth						Fourth					
Fifth						Fifth					

ACTION PLAN for SMART Literacy GOAL																			
JJ Harris Elementary School																			
School Results Goal #1: Literacy	85% of K-5 students at JJ Harris will be proficient in reading comprehension by 2020, as measured by the NWEA Measures of Academic Progress (MAP) Growth Assessment.			Cycle 1	Enter Date of Approval														
				Cycle 2	Enter Date of Review														
				Cycle 3	Enter Date of Review														
				Cycle 4	Enter Date of Review														
School-wide Strategy for Achieving this Goal	<p>Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy? Enter narrative here:</p> <p>Two and Three column Notes will be used to develop organizational skills when responding to questions about text, and provide the structure needed for students to write about their reading (AVID). Teachers will analyze student work monthly using the Literacy Progression Rubric and determine their next actions steps based on student progress. According to Fountas and Pinnel writing about reading is way for readers to construct knowledge, generate new thinking, clarify their own thinking, and share ideas with other readers. Readers must be able to reflect on the text in a focused way, reconstruct the meaning and present it in new ways and reflect on understanding.</p> <p>For comprehension and coherence, students need to know the meaning of the words in the texts they read and write. In order to expand their complex understanding of words, teaching and supporting vocabulary behaviors from the Learning Continuum will be implemented in guided reading groups 3-5, and interactive read alouds K-2 (Reader's Workshop) will be using the instructional materials provided through Fontas and Pinnell which uses the behaviors to support from the Literacy Continuum. These strategies are specific to each reading level to assist in supporting the students movement from one level to the next.</p> <p>3-5 will use the Achievement Level Descriptors in their Collaborative Planning to assist in determining the knowledge and skills expected of students to become proficient and distinguished learners. This will assist in creating consistent expectations across the grade level for proficient and distinguished performance.</p> <p>Professional Learning Design: Our AVID team conducted a redelivery of strategies to our JJH Staff for implementing Two and Three Column Notes. Professional Learning: Our AVID team participated in professional learning and trained the staff in strategies for implementing Two and Three Column Notes with emphasis on analyzing student work. The professional learning will be conducted through Assessment as Professional Learning /Collaborative Analysis of Student Work. Use of the Literacy Continuum will be facilitated using Dialogue with grade teams and admin, and Assessment as Professional Learning designs</p> <p>Reasons: Our action steps are specific and focused, they offer a growth mindset for our teachers and students. The Action Steps are based on a very clear need to improve achievement in the area of literacy established through data analysis.</p>																		
	Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation. Enter a brief description of your action steps below:</p> <p>Action Step 1: PL on AVID 2/3 column notes and monthly notebooks checks for organization (Phase 1) and ensure 2/3 column notes are being used in all content areas to improve reading comprehension Action Step 2: Implement writers workshop with fidelity and have vertical conversations every nine weeks at 1.writing improvement(Ideas, organization --> Elaboration & Craft) 2. grammar improvement Action Step 3: Meeting with teachers, and then grade level teachers meeting to design short writing prompts that collect and expand their students thinking about text they have read, and have them evaluate the writing using specific features of the grade level checklist or Writing Progression as appropriate. (monthly) Action Step 4: Ensure grade level common formatives are given on a biweekly basis on contextual vocabulary, analyzed, and instruction is adjusted Action Step 5: Provide appropriate scaffolding and differentiation using oral language as a precursor to written lanaguage, TSW: Think it, Speak it, Write it. List Additional Action Steps Action Step 6:</p>			<p>"Person(s)" Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: AVID representative & Instructional Coach 2: Instructional Coach & Teachers 3: Instructional Coach & Teachers 4: Instructional Coach, Principal, Assistant Principal & Teachers 5: ELL Teachers</p>														
		<p>Timelines, Resources and Monitoring Tools</p> <table border="1"> <thead> <tr> <th colspan="2">Timeline for this Plan</th> <th colspan="3">Resources Needed</th> <th rowspan="3">Monitoring Tools by Cycle</th> </tr> <tr> <th>Begin</th> <th>End</th> <th>Resource</th> <th>Source</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Oct. 2018</td> <td>May 2019</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle	Begin	End	Resource	Source	Amount	Oct. 2018	May 2019
	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle													
Begin	End	Resource	Source	Amount															
Oct. 2018	May 2019																		
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2:			Cycle 2 Enter Assessment/Source															
	Expected measurable outcome(s) for Cycle 3:			Cycle 3 Enter Assessment/Source															
	Expected measurable outcome(s) for Cycle 4:			Cycle 4 Enter Assessment/Source															
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:			Cycle 2 Reflection															
	Did you reach your measurable outcomes for Cycle 3:			Cycle 3 Reflection															
	Did you reach your measurable outcomes for Cycle 4:			Cycle 4 Reflection															

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED			
JJ Harris Elementary School			
NUMERACY GAP ANALYSIS			
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above
2017-18	All Students	34.4%	29.2%
2016-17	All Students	38.0%	28.2%
2015-16	All Students	NA	31.5%
Accountability Target	All Students	47.9%	41.4%
Accountability GAP	All Students	-13.47%	-12.2%
Proficiency (100%) GAP	All Students	-65.57%	-70.8%
Change Over Time GAP	All Students	-3.6%	-2.3%

NUMERACY STUDENT GROUPS DATA MATRICES			
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above
2017-18	Female Students	32.1%	24.2%
2016-17	Female Students	38.0%	24.6%
2015-16	Female Students	NA	26.0%
2017-18	Male Students	36.9%	34.2%
2016-17	Male Students	38.0%	31.5%
2015-16	Male Students	NA	36.0%
2017-18	Students with Disabilities	11.3%	5.9%
2016-17	Students with Disabilities	9.0%	0.0%
2015-16	Students with Disabilities	NA	0.0%
2017-18	English Learners	32.3%	22.0%
2016-17	English Learners	41.0%	22.9%
2015-16	English Learners	NA	11.9%
2017-18	Gifted Students	58.1%	81.8%
2016-17	Gifted Students	73.0%	87.0%
2015-16	Gifted Students	NA	83.3%
2017-18	Asian	NA	NA
2016-17	Asian	NA	NA
2015-16	Asian	NA	NA
2017-18	Black Students	34.2%	23.8%
2016-17	Black Students	28.0%	23.8%
2015-16	Black Students	NA	25.3%
2017-18	Hispanic Students	34.1%	31.7%
2016-17	Hispanic Students	42.0%	27.6%
2015-16	Hispanic Students	NA	31.4%
2017-18	Multiracial Students	18.2%	20.0%
2016-17	Multiracial Students	50.0%	50.0%
2015-16	Multiracial Students	NA	50.0%
2017-18	White Students	50.0%	44.4%
2016-17	White Students	46.0%	80.0%
2015-16	White Students	NA	60.0%

School Zone Analysis (# of Reds)

NUMERACY STANDARDS & SKILLS DATA MATRICES

KINDERGARTEN		
	Math Inventory % Prof/Above	
2017-18	88.1%	
2016-17	NA	
2015-16	NA	

School Zone Analysis (# of Reds)

FIRST GRADE		
	Math Inventory % Prof/Above	
2017-18	42.9%	
2016-17	89.0%	
2015-16	NA	

School Zone Analysis (# of Reds)

SECOND GRADE		
	Math Inventory % Prof/Above	
2017-18	17.3%	
2016-17	35.0%	
2015-16	NA	

School Zone Analysis (# of Reds)

THIRD GRADE							
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations % Accel Learning		MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning
2017-18	10.13%	39.24%	15.19%	21.52%		13.92%	13.92%
2016-17	32.00%	25.00%	6.00%	10.00%		7.00%	11.00%
2015-16	NA						

School Zone Analysis (# of Reds)

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FOURTH GRADE							
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations B10 % Accel Learning	MATH-EOG Fractions % Accel Learning	MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning
2017-18	35.53%	32.05%	7.69%	24.36%	15.38%	8.97%	5.13%
2016-17	17.00%	36.00%	7.00%	16.00%	16.00%	9.00%	16.00%
2015-16	NA						

School Zone Analysis (# of Reds)

FIFTH GRADE							
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations B10 % Accel Learning	MATH-EOG Fractions % Accel Learning	MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning
2017-18	22.89%	16.87%	10.84%	7.23%	9.64%	7.23%	7.23%
2016-17	30.00%	24.00%	21.00%	6.00%	11.00%	8.00%	12.00%
2015-16	NA						

School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - NUMERACY			
JJ Harris Elementary School			
https://docs.google.com/spreadsheets/d/1v-5UhKw-zyO7slmX27JDc1icCSvjukbN2lpRsPFAUCa/edit#gid=1755016813			
Greatest Area(s) of Need (GAN)		Operations and Algebraic Thinking appears as the GAN for 3rd - 4th, and the Operations and Algebraic Thinking areas that are highlighted green still demonstrate a significantly lower performance. MAP data indicates this as a GAN for 1st-4th. This is a mathematical area that we have not focused on before but can undergird all math instructional areas, and support critical thinking. For 5th Grade Number & Operations - Fractions is the lower area of performance do to the focus on problem solving within this area.	
<i>Revised Goal</i>	<i>School Indicators</i>	<i>School Measures</i>	<i>School Targets</i>
80% of K-5 students will perform at the proficient level or above in Math according to grade level standards as measured by the NWEA Measures of Academic Progress (MAP) Growth Assessment.	Operations and Algebraic Thinking (K-4)	1A - Math EOG	Current performance according to Math EOG 3rd-15.19%, and 4th 7.69% performing at or above grade level. We would like to see a 20% improvement annually.
		1B - District UPAs	3rd- 0% - Proficient/Distinguished, 4th, 12.5% Proficient/Distinguished, and 5th -5.5% Proficient/Distinguished -Target Performance = 80% average or above performance over the course of 2 years
		1C - NWEA MAP (K-4)	Current performance according to NWEA MAP Operations and Algebraic, 3-4, 36% average and higher; K-2, 66% average and higher -Target Performance = 80% average or above performance over the course of 2 years
		1D - Common Grade Level Assessments	
		Numbers & Operations - Fractions 5	2A - District UPAs
	2B - NWEA MAP (5)		2B - Current performance according to NWEA MAP Numbers & Operations, 50% Target Performance = 80% average or above performance over the course of 2 years
	Indicator 3	2C - Common Grade Level Assessments	2C - Data will be available after the first administration
		3A - What measure will be used to assess progress for Indicator #3?	3A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
		3B - What measure will be used to assess progress for Indicator #3?	3B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?

ACTION PLAN for SMART Numeracy GOAL						
JJ Harris Elementary School						
School Results Goal #1: Numeracy	80% of K-5 students will perform at the proficient level or above in Math according to grade level standards as measured by the NWEA Measures of Academic Progress (MAP) Growth Assessment.			Cycle 1	Enter Date of Approval	
				Cycle 2	Enter Date of Review	
				Cycle 3	Enter Date of Review	
				Cycle 4	Enter Date of Review	
School-wide Strategy for Achieving this Goal	<p>Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy?</p> <p>Operations and Algebraic Thinking appears as the GAN for K- 4th, and the Operations and Alegebraic Thinking areas that are highlighted green still demonstrate a significantly lower performance. This is a mathematical area that we have not focused on before but can undergird all math instructional areas, and support critical thinking.</p> <p>Cognitively Guided Instruction (CGI) for problem-solving will build procedural fluency from conceptual understanding, and Number Talks will strength the understanding of numerical relationships. Cognitively Guided Instruction (CGI) is a student-centered approach to teaching math. It starts with what your students already know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students, asking smart questions, and engaging with their thinking—all with the goal of uncovering and expanding every student’s mathematical understanding.</p> <p>Number Talks allows student to become mathematicly proficient, reason mathematically, and compute with accuracy, flexibility and efficiency.</p> <p>Professional Learning: CGI select teachers are receiving training at RESA that they will redeliver to their grade level meetings.</p> <p>Number Talks teachers will proceed with previous training, and receive addional support from Seyoung Holte at NERESA on two days in the month of November, and Desylin Culliver will provide follow up support as needed.</p> <p>Reasons: Our action steps are specific and focused, they offer a growth mindset for our teachers and students. The Action Steps are based on a very clear need established through data analysis.</p>					
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation. Enter a brief description of your action steps below:</p> <p>Action Step 1: Professional Learning on Number Talks/CGI Action Step 2: Walkthroughs to evalute implementation of number talks and CGI Action Step 3: Followup PL as necessary after walkthroughs Action Step 4: Adjust Number Talks/CGI based on data</p>			<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Instructional Coach/Seyoung Holt Math NERESA & Desylin Culliver Curriculum Coordinator 2: Instructional Coach, Principal, & Assistant Principal 3: Instructional Coach/Seyoung Holt Math NERESA & Desylin Culliver Curriculum Coordinator 4: Teachers</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	Sept. 2018	May 2019	CGI/Number Talks training and development	NERESA		
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: Movement from one achievement level based on intial assessment.			Unit Common Formative Assessment		
	Expected measurable outcome(s) for Cycle 3:			Cycle 3 Enter Assessment/Source		
	Expected measurable outcome(s) for Cycle 4:			Cycle 4 Enter Assessment/Source		
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:			Cycle 2 Reflection		
	Did you reach your measurable outcomes for Cycle 3:			Cycle 3 Reflection		
	Did you reach your measurable outcomes for Cycle 4:			Cycle 4 Reflection		

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
JJ Harris Elementary School							
SOCIAL EMOTIONAL LEARNING GAP ANALYSIS							
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always
2017-18	All Students	0.05	0.02	5.79	NA	NA	NA
2016-17	All Students	0.13	0.08	6.52	34.90%	80.70%	76.10%
2015-16	All Students	0.05	0.07	5.81	44.80%	82.90%	76.10%
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%
Accountability GAP	All Students	-0.15	-0.11	-0.41	-15.1%	30.7%	26.1%
Proficiency (100%) GAP	All Students	0.00	-0.98	4.79	-65.1%	-19.3%	-23.9%
Change Over Time GAP	All Students	0.00	-0.05	-0.02	-9.9%	-2.2%	0.0%
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES							
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always
2017-18	Female Students	0.01	0.01	5.33	NA	NA	NA
2016-17	Female Students	0.01	0.00	6.17	36.50%	84.30%	73.90%
2015-16	Female Students	0.01	0.02	5.90	48.60%	84.50%	78.20%
2017-18	Male Students	0.08	0.04	6.33	NA	NA	NA
2016-17	Male Students	0.26	0.15	6.85	33.30%	80.20%	78.00%
2015-16	Male Students	0.08	0.11	5.80	41.70%	81.50%	74.40%
2017-18	Students with Disabilities	0.19	0.06	6.79			
2016-17	Students with Disabilities	0.70	0.16	7.78			
2015-16	Students with Disabilities	0.07	0.12	7.26			
2017-18	English Learners	0.00	0.01	4.50			
2016-17	English Learners	0.01	0.01	6.00			
2015-16	English Learners	0.02	0.03	5.00			
2017-18	Gifted Students	0.02	0.00	4.19			
2016-17	Gifted Students	0.04	0.02	4.40			
2015-16	Gifted Students	0.03	0.00	3.50			
2017-18	Asian	0.00	0.00	0.00	NA	NA	NA
2016-17	Asian	0.00	0.00	0.00	NA	NA	NA
2015-16	Asian	0.00	0.00	0.50	NA	NA	NA
2017-18	Black Students	0.05	0.03	6.03	NA	NA	NA
2016-17	Black Students	0.20	0.14	6.57	19.80%	77.80%	66.70%
2015-16	Black Students	0.08	0.14	6.00	38.10%	77.30%	71.10%
2017-18	Hispanic Students	0.05	0.02	5.45	NA	NA	NA
2016-17	Hispanic Students	0.09	0.03	6.54	44.00%	83.60%	83.60%
2015-16	Hispanic Students	0.02	0.03	5.50	50.60%	86.60%	80.20%
2017-18	MultiRacial Students	0.00	0.00	7.20	NA	NA	NA
2016-17	MultiRacial Students	0.14	0.19	5.10	20.00%	70.00%	60.00%
2015-16	MultiRacial Students	0.07	0.07	6.50	61.5	84.6	92.3
2017-18	White Students	0.00	0.00	7.62	NA	NA	NA
2016-17	White Students	0.15	0.06	6.85	46.20%	76.90%	69.20%
2015-16	White Students	0.1	0.1	8.00	24.00%	76.00%	64.00%
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.09	0.01	6.70				
2016-17	0.09	0.06	6.70				
2015-16	0.02	0.00	7.73				
FIRST GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.00	0.00	5.60				
2016-17	0.04	0.09	6.60				
2015-16	0.02	0.03	5.51				
SECOND GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.13	0.04	5.60				
2016-17	0.01	0.01	5.20				
2015-16	0.02	0.02	4.86				
THIRD GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	0.04	0.04	4.00	NA	NA	NA	
2016-17	0.03	0.03	6.00	48.70%	84.60%	75.60%	
2015-16	0.05	0.09	5.16	50.80%	86.90%	78.70%	
FOURTH GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	0.00	0.00	5.60	NA	NA	NA	
2016-17	0.16	0.10	5.70	30.90%	82.70%	75.30%	
2015-16	0.05	0.09	5.15	48.80%	81.40%	84.90%	
FIFTH GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	0.05	0.05	4.40	NA	NA	NA	
2016-17	0.15	0.17	4.70	25.30%	74.70%	77.20%	
2015-16	0.11	0.17	4.44	34.30%	79.40%	65.70%	

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

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School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

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JJ Harris Elementary School			
Insert link to SMART Goal Tree for SEL			
Greatest Area(s) of Need (GAN)			
New Goal	School Indicators	School Measures	School Targets
By 2020, there will be a 20% decrease in student behavior referrals for student incivility.	Student Self Management	1A-Georgia Student Health Survey	1A - Current -Based on the Georgia Student Health survey, 69% of 3rd,4th, and 5th graders feel that student behaviors do not allow teachers to teach Target -By 2019,our score on the Georgia Student Health survey will decrease by 10 percent and students will perceive that student behaviors do not disrupt instruction
		1B - Universal Behavior Screener	1B - Staff will target students who scored 30 or above on the Universal Behavior Screener. By 2019, students above the score of 30 will have reduced their total score by 10%. We would also like to reduce the number of students above the score of 30 by 25%.
	Student Self Awareness	2A - School Discipline Form	2A - Current- Currently, we have 11 students with 4 or more behavior referrals based on our school discipline form. We would like to decrease the frequency of referrals for these students by the semester. Target: By 2020, we would like to decrease the students identified with 4 or more behavior referrals on the school discipline form by decreasing the frequency of referrals by 10% per semester.
		2B -	2B -
	Indicator 3	3A - What measure will be used to assess progress for Indicator #3?	3A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
		3B - What measure will be used to assess progress for Indicator #3?	3B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
	Indicator 4	4A - What measure will be used to assess progress for Indicator #1?	4A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
		4B - What measure will be used to assess progress for Indicator #1?	4B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
	Indicator 5	5A - What measure will be used to assess progress for Indicator #2?	5A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
		5B - What measure will be used to assess progress for Indicator #2?	5B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?

-Give again in Jan.

ACTION PLAN for SMART Social Emotional Learning GOAL						
JJ Harris Elementary School						
School Results Goal #1: SEL	<i>By 2020, there will be a 20% decrease in student behavior referrals for student incivility.</i>				Cycle 1	<i>Enter Date of Approval</i>
					Cycle 2	<i>Enter Date of Review</i>
					Cycle 3	<i>Enter Date of Review</i>
					Cycle 4	<i>Enter Date of Review</i>
School-wide Strategy for Achieving this Goal	<p>Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy? Enter narrative here:</p> <p>Based on the Georgia Student Health survey, 69% of 3rd, 4th, and 5th graders feel that student behaviors do not allow teachers to teach. We believe if we focus on the self management and self awareness from CASEL's core competencies we will increase our students' interpersonal and intrapersonal competencies which will decrease some of our behaviors. The students who are referred more than 4 times in a month will be placed on a behavior plan while monitoring the data each semester in hopes of decreasing the number of referrals and providing more success in the classroom. These students will also work with the counselor and behavior specialist to address areas of concern that pertain to CASEL's competencies in the areas of self management and self awareness. District behavior specialist will observe, analyze, and provide PL based on teacher need.</p> <p>In 2017, students perceived their good behavior was unnoticed because of the amount of time spent on students with misbehaviors. The Center on the Social and Emotional Foundations for Early Learning states acknowledging positive behaviors is a strategy that educators, family members, and other caregivers can use to devote more time and attention to desirable child behavior than to undesirable child behavior. Our PBIS team acknowledged it was still important for the good behaviors of students to be recognized. Students with good behavior will receive monthly rewards and two days of school wide special (Sept and May) rewards for students with no behavior referrals. In addition students recognized as at risk on the behavior screener will receive behavior plans and checkins from adults throughout the building.</p>					
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation.</p> <p>Enter a brief description of your action steps below: Action Step 1: Monthly Fun Fridays to recognize positive behavior Action Step 2: Semiannual celebrations to recognize good behavior Action Step 3: Increase the use of behavior charts with students who display frequent misbehaviors and analyze data each semester Action Step 4: Create small group social skills groups and classroom guidance lessons to decrease the common misbehaviors we see among students Action Step 5: Ongoing PL of AVID, PBIS, and CASEL competencies</p>			<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Teachers & Specials Teachers 2: Teachers & Specials Teachers 3: Admin & Behavior Interventiionist 4: Counselor and Behavior Interventionist 5: Behavior Specialist, PBIS Team, AVID Team</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	Begin	End	Resource	Source	Amount	
	Sept. 1	May 2019	Behavior Interventionists	Title I		
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>				<i>Milestones Math EOC</i>	
	<i>Expected measurable outcome(s) for Cycle 3:</i>				<i>Cycle 3 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>				<i>Cycle 4 Enter Assessment/Source</i>	
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>				<i>Cycle 2 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>				<i>Cycle 3 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>				<i>Cycle 4 Reflection</i>	

[1] GAN is Writing & Language