


<b>Alps Road Elementary School</b>				
<b>Principal Name: Anita Lumpkin-Barnett</b>			<b>School Address: 205 Alps Road•Athens, GA 30606</b>	
<b>Title I Budget Amount:</b>				
<b>Vision Statement: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.</b>				
<b>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</b>				
<b>Core Beliefs: Enter School Core Beliefs</b>				
<b>Enter number and percentage of students for each of the identified student groups</b>			<b>Enter number of teachers for each of the identified student groups</b>	
<b>Student Groups</b>	<b>Enrollment #</b>	<b>Enrollment %</b>	<b>Student Funding Categories</b>	<b>Teachers #</b>
<i>ALL</i>	490		<i>All</i>	<i>Enter #</i>
<i>Regular Education</i>	423	86.3%	<i>Regular Education</i>	<i>Enter #</i>
<i>Students with Disabilities</i>	67	13.7%	<i>Students with Disabilities</i>	<i>Enter #</i>
<i>English Learners</i>	26	5.3%	<i>English Learners</i>	<i>Enter #</i>
<i>Gifted Students</i>	28	5.7%	<i>Gifted Students</i>	<i>Enter #</i>
<i>EIP</i>	202	41.2%	<i>EIP</i>	<i>Enter #</i>
<b>Student Race/Ethnicity</b>	<b>Enrollment #</b>	<b>Enrollment %</b>		
<i>African American</i>	385	78.6%		
<i>Asian</i>	3	0.6%		
<i>Hispanic</i>	48	9.8%		
<i>White</i>	32	6.5%		
<i>Two or More Races</i>	22	4.5%		
<b>Other Student Information (2017)</b>	<b>Enrollment #</b>	<b>Enrollment %</b>		
<i>Direct Certified Poverty Students</i>	342	69.7%		
<i>Mobile Students</i>	156	31.8%		
<b>Overall Student Performance Data Trends</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Overall CCRPI Score</b>	78.0	57.4	54.3	59.1

**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					
Alps Road Elementary School					
LITERACY GAP ANALYSIS					
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	
2017-18	All Students	40.5%	25.1%	11.6%	
2016-17	All Students	53.2%	22.0%	12.5%	
2015-16	All Students	61.8%	34.0%	12.8%	
Accountability Target	All Students	68.6%	50.4%	38.3%	
Accountability GAP	All Students	-28.1%	-25.3%	-26.7%	
Proficiency (100%) GAP	All Students	-59.5%	-74.9%	-88.4%	
Change Over Time GAP	All Students	-21.3%	-8.9%	-1.2%	
LITERACY STUDENT GROUPS DATA MATRICES					
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	School Zone Analysis (# of Reds)
2017-18	Female Students	39.6%	30.7%	10.3%	4
2016-17	Female Students	62.70%	19.0%	17.1%	
2015-16	Female Students	28.80%	29.0%	17.0%	
2017-18	Male Students	41.6%	19.5%	12.8%	6
2016-17	Male Students	40.8%	28.0%	7.9%	
2015-16	Male Students	13.1%	40.0%	9.0%	
2017-18	Students with Disabilities	35.7%	6.7%	3.6%	9
2016-17	Students with Disabilities	21.0%	14.0%	3.6%	
2015-16	Students with Disabilities	0.0%	13.0%	0.0%	
2017-18	English Learners	45.5%	14.3%	7.7%	7
2016-17	English Learners	81.0%	0.0%	7.7%	
2015-16	English Learners	11.0%	0.0%	0.0%	
2017-18	Gifted Students	88.0%	83.3%	41.7%	0
2016-17	Gifted Students	100.0%	58.0%	20.0%	
2017-18	Gifted Students	70.0%	100.0%	62.5%	
2016-17	Asian	N/A	N/A	N/A	4
2015-16	Asian	N/A	N/A	N/A	
2017-18	Black Students	66.7%	23.4%	11.0%	
2016-17	Black Students	50.6%	24.0%	9.9%	2
2015-16	Black Students	22.4%	33.0%	11.1%	
2017-18	Hispanic Students	50.0%	27.3%	14.3%	
2016-17	Hispanic Students	70.6%	15.0%	25.0%	5
2015-16	Hispanic Students	22.2%	40.0%	26.3%	
2017-18	MultiRacial Students	54.6%	14.3%	0.0%	
2016-17	MultiRacial Students	37.0%	N/A	0.0%	3
2015-16	MultiRacial Students	45.0%	N/A	0.0%	
2017-18	White Students	37.5%	62.5%	25.0%	
2016-17	White Students	50.0%	50.0%	28.6%	3
2015-16	White Students	16.70%	N/A	0.0%	
LITERACY STANDARDS & SKILLS DATA MATRICES					
KINDERGARTEN					
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency	
2017-18	38.9%	48.6%	66.7%	55.6%	4
2016-17	58.0%	52.0%	66.0%	71.0%	
2015-16	85.0%	85.0%	92.0%	85.0%	
FIRST GRADE					
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency		School Zone Analysis (# of Reds)
2017-18	43.7%	29.6%	40.9%		4
2016-17	66.0%	70.0%	73.0%		
2015-16	51.0%	57.0%	49.0%		
SECOND GRADE					
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency		School Zone Analysis (# of Reds)
2017-18	63.7%	76.0%	45.8%		5
2016-17	37.0%	51.0%	28.0%		
2015-16	54.0%	75.0%	44.0%		
THIRD GRADE					
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning	School Zone Analysis (# of Reds)
2017-18	26.2%	7.7%	1.5%	1.5%	6
2016-17	17.0%	11.0%	10.0%	3.0%	
2015-16	N/A	10.0%	6.0%	6.0%	
FOURTH GRADE					
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning	School Zone Analysis (# of Reds)
2017-18	25.9%	10.5%	1.8%	1.8%	5
2016-17	25.0%	10.0%	4.0%	4.0%	
2015-16	N/A	15.0%	4.0%	2.0%	
FIFTH GRADE					
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning	School Zone Analysis (# of Reds)
2017-18	23.1%	17.7%	3.9%	7.8%	4
2016-17	22.0%	15.0%	2.0%	0.0%	
2015-16	35.0%	16.0%	5.0%	5.0%	

School Results Goal #1: Literacy							
Alps Road Elementary School							
<b>School Results Goal #1: Literacy</b>	<b>ELA: By May 2020, Alps Road Elementary School will increase by 75% the number of students who move from Level 1 to Levels 2 or 3 in Domain mastery of reading and vocabulary.</b>					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>
<b>School-wide Strategy for Achieving this Goal</b>	The school wide strategy selected for achieving the goal is weekly, individual conferring with students. We chose this strategy because we believe that giving students feedback to move them to proficiency in standards identified as greatest areas of need, will be a powerful tool. Research suggests that feedback can be one of the most effective instructional strategies for improving student performance and closing achievement gaps (Hattie, 2012). Returning teachers at Alps have been working on giving student feedback through conferring for many years. They will be able to help lead other teachers in this growing through the use of this strategy. The professional learning design will be an opening Professional Learning with all teachers and follow up PL with teams and individuals (for those that need extra support).						
<b>Action Steps (IF...)</b>	<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: All teachers will receive professional learning on conferring with students to provide effective feedback. (plan) Action Step 2: SILT members and administrators will monitor implementation observations. (do) Action Step 3: Formative assessment data will be analyzed with each cycle to determine effectiveness of the implementation. (study) Action Step 4: Changes to implementation will be made based on the results of data and teacher feedback. (act)</p>					<p><b>Person(s) Responsible</b> <b>Enter the name or role of the person (s) who will provide leadership for each step:</b></p> <p><b>1: Instructional Coach and Admin</b> <b>2: SILT members</b> <b>3: SILT members</b> <b>4. SILT members</b></p>	
<b>Timelines, Resources and Monitoring Tools</b>	<b>Timeline for this Plan</b>		<b>Resources Needed</b>			<b>Monitoring Tools by Cycle</b>	
	Begin	End	Resource	Source	Amount		
	October 8, 2018	May 17, 2018					
<b>Evidence of Success (Then...)</b>	<i>Expected measurable outcome(s) for Cycle 2: We will increase by 25% the number of students in average, high average, and high range as measured by the MAP assessment.</i>					<i>NWEA MAP Reading</i>	
	<i>Expected measurable outcome(s) for Cycle 3: 40% of students will meet grade level standards for RL1 and RI1 as measured by teacher created checkpoints.</i>					<i>Unit Common Formative Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 4: We will increase by another 25% the number of students in average, high average, and high range as measured by the MAP assessment.</i>					<i>NWEA MAP Reading</i>	
<b>Cycle Outcomes</b>	<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>	

SCHOOL IMPROVEMENT FOCUS - Literacy			
Alps Road Elementary School			
<a href="#">Insert link to SMART Goal Tree for Literacy</a>			
Greatest Area(s) of Need (GAN)		Our greatest area of need (GAN) in literacy is reading and vocabulary. The GAN was determined by the analysis of the Milestone Data. Our spring 2017 results are 87.6% of our students are categorized as "remediate" in the reading and vocabulary domain of EOG.	
Continuing Goal	School Indicators	School Measures	School Targets
ELA: By May 2020, Alps Road Elementary School will increase by 75% the number of students who move from Level 1 to Levels 2 or 3 in Domain mastery of reading and vocabulary.	Ask and Answer Questions	Grade level created checkpoints for RL1/RI1	By Spring 2019, 65% of students will meet grade level standards for RL1 and RI1 as measured by teacher created checkpoints.
		MAP Assessment	By Spring of 2019, we will increase by 50% the number of students in average, high average, and high range as measured by the MAP assessment.
	Phonics	Fountas and Pinnell Benchmark Assessment System	By Spring 2019, 50% of students in grades K-2 will be on level in reading according to BAS assessment.
		MAP Assessment	By Spring of 2019, we will increase by 50% the number of students in average, high average, and high range as measured by the MAP assessment.
	Vocabulary	Grade Level Created Checkpoints for L4	By Spring 2019, 65% of students will meet grade level standards for L4 as measured by teacher created checkpoints.
		MAP Assessment	By Spring of 2019, we will increase by 50% the number of students in average, high average, and high range as measured by the MAP assessment..

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
Alps Road Elementary School							
NUMERACY GAP ANALYSIS							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	All Students	18.4%	10.4%				
2016-17	All Students	28.7%	17.0%				
2015-16	All Students	N/A	16.4%				
Accountability Target	All Students	47.9%	41.4%				
Accountability GAP	All Students	-29.5%	-31.0%				
Proficiency (100%) GAP	All Students	-81.6%	-89.6%				
Change Over Time GAP	All Students	-10.3%	-6.0%				
NUMERACY STUDENT GROUPS DATA MATRICES							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	Female Students	19.9%	11.5%	3			
2016-17	Female Students	31.0%	14.3%				
2015-16	Female Students	NA	17.0%				
2017-18	Male Students	16.8%	9.3%	2			
2016-17	Male Students	26.0%	19.7%				
2015-16	Male Students	NA	17.0%				
2017-18	Students with Disabilities	5.0%	0.0%	5			
2016-17	Students with Disabilities	17.0%	14.3%				
2015-16	Students with Disabilities	NA	9.5%				
2017-18	English Learners	16.0%	0.0%	2			
2016-17	English Learners	37.0%	21.4%				
2015-16	English Learners	NA	22.2%				
2017-18	Gifted Students	55.6%	58.3%	4			
2016-17	Gifted Students	77.0%	70.0%				
2015-16	Gifted Students	NA	75.0%				
2017-18	Asian	NA	N/A	2			
2016-17	Asian	NA	NA				
2015-16	Asian	NA	N/A				
2017-18	Black Students	17.1%	8.8%	4			
2016-17	Black Students	26.0%	15.7%				
2015-16	Black Students	NA	13.0%				
2017-18	Hispanic Students	13.9%	14.3%	2			
2016-17	Hispanic Students	35.0%	19.0%				
2015-16	Hispanic Students	NA	25.0%				
2017-18	MultiRacial Students	29.4%	14.3%	1			
2016-17	MultiRacial Students	51.0%	N/A				
2015-16	MultiRacial Students	NA	N/A				
2017-18	White Students	43.8%	25.0%				
2016-17	White Students	50.0%	42.9%				
2015-16	White Students	NA	50.0%				
NUMERACY STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Math Inventory % Prof/Above						
2017-18	31.9%						
2016-17	NA						
2015-16	NA						
FIRST GRADE							
	Math Inventory % Prof/Above						
2017-18	29.0%						
2016-17	53.0%						
2015-16	NA						
SECOND GRADE							
	Math Inventory % Prof/Above						
2017-18	16.1%						
2016-17	35.0%						
2015-16	NA						
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	1.6%	6.2%	1.5%	3.1%		1.54%	4.62%
2016-17	26.0%	21.0%	5.0%	8.0%		5.00%	2.00%
2015-16	NA	20.0%	6.0%	6.0%		6.00%	8.00%
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	19.0%	15.8%	7.0%	7.0%	8.77%	3.51%	3.51%
2016-17	12.0%	20.0%	2.0%	6.0%	6.00%	4.00%	4.00%
2015-16	NA	10.0%	2.0%	2.0%	2.00%	0.00%	4.00%
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	9.4%	9.8%	11.8%	0.0%	0.00%	3.92%	7.84%
2016-17	12.0%	6.0%	8.0%	0.0%	0.00%	0.00%	0.00%
2015-16	NA	20.0%	14.0%	14.0%	11.00%	9.00%	2.00%

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)

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School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - NUMERACY			
Alps Road Elementary School			
<a href="#">SMART Goal Tree for Numeracy</a>			
Greatest Area(s) of Need (GAN)		Based on data from 2016-2018 Milestones, our GAN for mathematics is Numbers and Operations- Base 10. The data shows that over 80% of 3-5 students are categorized under remediation.	
Continuing Goal	School Indicators	School Measures	School Targets
<b>By 2020 Alps Road Elementary School will increase the number of students who achieve Domain mastery in Numbers and Operations by 75%.</b>	Place Value	MAP Assessment	By Spring of 2019, we will increase the percentage of grade 3-5 students in high average or above performance levels from 10% to 26% as measured by the MAP assessment.
		End of Unit Test for grades 3-5 District created/End of Unit Test Teacher Created K-2	By the end of the unit 65% of students will meet or exceed place value standards as measured by the CCSD End of Unit assessment and the Teacher Created assessment.
	Addition and Subtraction	MAP Assessment	By Spring of 2019, we will increase the percentage of grade 3-5 students in high average or above performance levels from 10% to 26% as measured by the MAP assessment.
		End of Unit Test for grades 3-5 District created/End of Unit Test Teacher Created K-2	By the end of the unit 65% of students will meet or exceed addition and subtraction standards as measured by the CCSD End of Unit assessment and the Teacher Created assessment.
	Multiplication and Division	MAP Assessment	By Spring of 2019, we will increase the percentage of grade 3-5 students in high average or above performance levels from 10% to 26% as measured by the MAP assessment.
		End of Unit Test for grades 3-5 District created/End of Unit Test Teacher Created K-2	By the end of the unit 65% of students will meet or exceed multiplication and division standards as measured by the CCSD End of Unit assessment and the Teacher Created assessment.

ACTION PLAN for SMART Numeracy GOAL						
Alps Road Elementary School						
<b>School Results Goal #1: Numeracy</b>	<b>By 2020 Alps Road Elementary School will increase the number of students who achieve Domain mastery in Numbers and Operations by 75%.</b>				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>
<b>School-wide Strategy for Achieving this Goal</b>	Number talks give students opportunities to develop their conceptual understanding of mathematics rather than merely solve problems using memorized procedures (O’Nan, 2003). This strategy helps to develop quality student discourse in a whole class setting as students are encouraged to explain their thinking, justify their reasoning, and make sense of each other’s strategies. The school and/or district instructional coaches or their designees will provide professional learning during PLCs, staff meetings, and grade level team planning.					
<b>Action Steps (IF...)</b>	<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 for all teachers - "Number Talks 101" (plan) Action Step 2: Implement Number Talks K-5 classrooms (do) Action Step 3: Number Talk Walkthroughs (study) Action Step 4: Provide Feedback to K-5 teachers (act) Action Step 5: Continue PL as needed (peer observations, modeling) (act)</p>				<p><b>Person(s) Responsible</b> <b>Enter the name or role of the person (s) who will provide leadership for each step:</b> <b>1: Administrators and Instructional Coaches</b> <b>2: K-5 Teachers</b> <b>3: SILT</b></p>	
<b>Timelines, Resources and Monitoring Tools</b>	<b>Timeline for this Plan</b>		<b>Resources Needed</b>			<b>Monitoring Tools by Cycle</b>
	Begin	End	Resource	Source	Amount	
	<b>October 8, 2018</b>	<b>May 17, 2019</b>				
<b>Evidence of Success (Then...)</b>	<i>Expected measurable outcome(s) for Cycle 2: 50% of students meeting place value standards.</i>				<i>Unit Common Formative Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 3: 57% of students meeting operations standards.</i>				<i>Unit Common Formative Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 4: 65% of students meeting numbers and operations standards.</i>				<i>Unit Common Formative Assessment</i>	
<b>Cycle Outcomes</b>	<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>	



STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
Alps Road 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	0.24	0.21	7.55	NA	NA	NA
2016-17	All Students	0.35	0.25	8.74	27.30%	78.70%	71.30%
2015-16	All Students	0.2	0.12	7.87	28.00%	76.30%	73.70%
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%
Accountability GAP	All Students	0.04	0.08	1.35	-22.7%	28.7%	21.3%
Proficiency (100%) GAP	All Students	0.00	-0.79	6.55	-72.7%	-21.3%	-28.7%
Change Over Time GAP	All Students	0.04	0.09	-0.32	-0.7%	2.4%	-2.4%
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	0.22	0.16	7.35	NA	NA	NA
2016-17	Female Students	0.14	0.11	9.39	29.50%	80.80%	84.60%
2015-16	Female Students	0.07	0.04	8.39	31.30%	76.10%	74.60%
2017-18	Male Students	0.67	0.51	7.88	NA	NA	NA
2016-17	Male Students	0.58	0.40	8.13	25.00%	76.40%	56.90%
2015-16	Male Students	0.34	0.20	7.40	23.50%	76.50%	72.50%
2017-18	Students with Disabilities	0.65	0.48	9.89			
2016-17	Students with Disabilities	0.47	0.29	8.20			
2015-16	Students with Disabilities	0.34	0.23	8.60			
2017-18	English Learners	0.07	0.01	5.00			
2016-17	English Learners	0.03	0.00	8.00			
2015-16	English Learners	0.00	0.00	5.00			
2017-18	Gifted Students	0.59	0.50	5.20			
2016-17	Gifted Students	0.35	0.44	6.40			
2015-16	Gifted Students	0.57	0.70	5.50			
2017-18	Asian	0.11	0.00	6.67	NA	NA	NA
2016-17	Asian	0.25	0.00	4.50	NA	NA	NA
2015-16	Asian	0.00	0.00	9.50	NA	NA	NA
2017-18	Black Students	0.58	0.43	7.62	NA	NA	NA
2016-17	Black Students	0.44	0.31	8.80	23.10%	79.50%	70.90%
2015-16	Black Students	0.24	0.14	8.30	25.30%	79.10%	69.20%
2017-18	Hispanic Students	0.04	0.03	8.39	NA	NA	NA
2016-17	Hispanic Students	0.00	0.00	9.70	50	78.6	85.70%
2015-16	Hispanic Students	0.00	0.00	7.00	31%	68.80%	93.80%
2017-18	Multiracial Students	0.15	0.09	5.62	NA	NA	NA
2016-17	Multiracial Students	0.06	0.06	8.90	33.30%	33.30%	77.80%
2015-16	Multiracial Students	0.43	0.21	6.60	33.3	83.3	66.7
2017-18	White Students	0.09	0.08	7.81	NA	NA	NA
2016-17	White Students	0.11	0.09	8.10	40.10%	20.00%	50.00%
2015-16	White Students	0.1	0.1	6.50	75	50	100
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.21	0.19	7.90				
2016-17	0.41	0.34	11.10				
2015-16	0.08	0.05	8.50				
FIRST GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.08	0.05	7.42				
2016-17	0.05	0.03	7.23				
2015-16	0.10	0.05	10.20				
SECOND GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.17	0.12	7.49				
2016-17	0.09	0.02	7.79				
2015-16	0.38	0.15	8.30				
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	0.31	0.23	7.72	NA	NA	NA	
2016-17	0.47	0.34	8.67	30.50%	74.60%	74.60%	
2015-16	0.39	0.42	5.50	30.20%	77.00%	67.40%	
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	0.35	0.18	6.10	NA	NA	NA	
2016-17	0.77	0.52	7.52	30.40%	91.30%	73.90%	
2015-16	0.40	0.16	5.30	22.20%	75.00%	75.00%	
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	0.34	0.31	6.10	NA	NA	NA	
2016-17	0.74	0.52	7.66	20.00%	71.10%	64.40%	
2015-16	0.40	0.50	6.70	30.80%	77.00%	79.50%	

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - SEL			
Alps Road Elementary School			
Insert link to SMART Goal Tree for SEL			
Greatest Area(s) of Need (GAN)		Based on Campus behavior data from the 2017-2018 school year, our GAN for Social Emotional Learning is to increase students' positive relationship and responsible decision making skills. The data shows a total of 193 out-of-school suspensions.	
Continuing Goal	School Indicators	School Measures	School Targets
By 2020, Alps Road Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a 1/3 reduction in out-of-school suspensions.	Positive Relationship Skills	Universal Behavior Screener (UBS)	By May 2019, the number of students who score above the cutoff (36) on the UBS in the fall will decrease by 20% as measured by the CCSD Universal Screener
	Responsible Decision Making	Office Referrals - number of out-of-school suspensions (OSS)	By May 2019, the number of days of out-of-school suspension will decrease from 193 to 163.

**ACTION PLAN for SMART Social Emotional Learning GOAL**

**Alps Road Elementary School**

<b>School Results Goal #3: SEL</b>	<i>By 2020, Alps Road Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a 1/3 reduction in out-of-school suspensions.</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**  
 Alps Road instructional staff will develop a positive school culture that supports students in the development of social-emotional strengths by implementing two research-based strategies in every classroom: the Second Step curriculum and the Boy's Town model of following directions. Professional learning will be provided on implementation of Second Step curriculum and Boy's Town model of following directions, two research-based programs that support the CASEL core competencies. Research suggests that this instruction will increase students' positive relationship skills and responsible decision making, which should increase cooperative interactions between student/students and student/adults as well as decrease number of out-of-school suspensions.

<b>Action Steps (IF...)</b>	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:	<b>Person(s) Responsible</b> Enter the name or role of the person (s) who will provide leadership for each step: 1: Instructional staff, school counselor, administrators 2: Instructional staff 3: Instructional staff 4: Administrators, coaches, school counselor 5: Administrators, coaches, school counselor
	<b>Action Step 1:</b> All teachers will be trained on the elements of Morning Meeting and the delivery of the Second Step and Boys' Town Following Direction curriculums. (Plan)	
	<b>Action Step 2:</b> Teachers will provide SEL instruction, following the Second Step and Boys' Town curriculums. (Do)	
	<b>Action Step 3:</b> Teachers will reflect on their SEL instructional practice. (Study)	
	<b>Action Step 4:</b> Administrative walk-throughs during SEL instructional time. (Study)	
	<b>Action Step 5:</b> Provide feedback to teachers on their SEL instruction. (Act)	
<b>Action Step 6:</b> Further PL will be provided, as needed. (Act)		

<b>Timelines, Resources and Monitoring Tools</b>	<b>Timeline for this Plan</b>		<b>Resources Needed</b>			<b>Monitoring Tools by Cycle</b>
	Begin	End	Resource	Source	Amount	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	10/8/18	5/17/18				

<b>Evidence of Success (Then...)</b>	<i>Expected measurable outcome(s) for Cycle 2: Number of out-of-school suspensions will decrease by 30% as compared to this time last year</i>	<i>Behavior Data</i>
	<i>Expected measurable outcome(s) for Cycle 3: Number of out-of-school suspensions will decrease by 30% as compared to this time last year</i>	<i>Behavior Data</i>
	<i>Expected measurable outcome(s) for Cycle 4: Number of out-of-school suspensions will decrease by 30% as compared to this time last year</i>	<i>Behavior Data</i>

<b>Cycle Outcomes</b>	<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>