


BACKGROUND INFORMATION				
Fowler Drive Elementary School				
Principal Name: Anissa Johnson			School Address: 400 Fowler Drive•Athens, GA 30601	
Title I Budget Amount:				
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	529		All	Enter #
Regular Education	455	86.0%	Regular Education	Enter #
Students with Disabilities	74	14.0%	Students with Disabilities	Enter #
English Learners	145	27.4%	English Learners	Enter #
Gifted Students	57	10.8%	Gifted Students	Enter #
EIP	266	50.3%	EIP	Enter #
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	253	47.8%		
Asian	1	0.2%		
Hispanic	227	42.9%		
White	29	5.5%		
Two or More Races	18	3.4%		
Other Student Information (2017)	Enrollment #	Enrollment %		
Direct Certified Poverty Students	341	64.5%		
Mobile Students	117	22.2%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	70.3	63.4	58.4	56.7

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				
Fowler Drive Elementary School				
LITERACY GAP ANALYSIS				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	All Students	54.3%	32.2%	16.3%
2016-17	All Students	55.9%	33.0%	21.6%
2015-16	All Students	58.3%	37.0%	18.0%
Accountability Target	All Students	68.6%	50.4%	38.3%
Accountability GAP	All Students	-14.3%	-18.2%	-22.0%
Proficiency (100%) GAP	All Students	-45.7%	-67.8%	-83.7%
Change Over Time GAP	All Students	-4.0%	-4.8%	-1.7%
LITERACY STUDENT GROUPS DATA MATRICES				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	Female Students	61.5%	41.8%	25.0%
2016-17	Female Students	59.5%	42.0%	28.6%
2015-16	Female Students	28.9%	44.0%	22.0%
2017-18	Male Students	46.5%	21.9%	7.1%
2016-17	Male Students	52.5%	25.0%	13.9%
2015-16	Male Students	27.3%	30.0%	14.0%
2017-18	Students with Disabilities	36.8%	11.4%	2.9%
2016-17	Students with Disabilities	13.0%	0.0%	5.0%
2015-16	Students with Disabilities	6.0%	0.0%	0.0%
2017-18	English Learners	62.2%	6.1%	0.0%
2016-17	English Learners	56.0%	8.0%	15.6%
2015-16	English Learners	27.0%	0.0%	0.0%
2017-18	Gifted Students	96.0%	87.5%	65.6%
2016-17	Gifted Students	93.0%	87.0%	84.0%
2015-16	Gifted Students	70.0%	100.0%	74.0%
2017-18	Asian	NA	NA	NA
2016-17	Asian	NA	NA	NA
2015-16	Asian	NA	NA	NA
2017-18	Black Students	51.0%	28.2%	9.0%
2016-17	Black Students	55.2%	27.0%	16.2%
2015-16	Black Students	27.7%	23.0%	11.5%
2017-18	Hispanic Students	60.2%	34.4%	23.2%
2016-17	Hispanic Students	57.3%	38.0%	24.7%
2015-16	Hispanic Students	25.9%	50.0%	22.5%
2017-18	MultiRacial Students	25.0%	50.0%	50.0%
2016-17	MultiRacial Students	33.0%	75.0%	42.9%
2015-16	MultiRacial Students	34.0%	50.0%	20.0%
2017-18	White Students	54.6%	44.4%	22.2%
2016-17	White Students	53.3%	NA	22.2%
2015-16	White Students	40.0%	NA	33.3%
LITERACY STANDARDS & SKILLS DATA MATRICES				
KINDERGARTEN				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency
2017-18	63.8%	59.4%	69.1%	53.6%
2016-17	70.0%	58.0%	79.0%	65.0%
2015-16	78.0%	70.0%	78.0%	65.0%
FIRST GRADE				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency	
2017-18	46.3%	31.3%	44.8%	
2016-17	53.0%	33.0%	52.0%	
2015-16	51.0%	43.0%	51.0%	
SECOND GRADE				
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency	
2017-18	52.8%	66.0%	36.1%	
2016-17	46.0%	65.0%	32.0%	
2015-16	45.0%	50.0%	38.0%	
THIRD GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	31.0%	13.3%	3.6%	3.6%
2016-17	0.0%	23.0%	13.0%	4.0%
2015-16	N/A	19.0%	12.0%	8.0%
FOURTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	29.1%	12.8%	5.8%	2.3%
2016-17	36.0%	28.0%	11.0%	11.0%
2015-16	N/A	13.0%	4.0%	1.0%
FIFTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	39.1%	25.0%	9.4%	10.9%
2016-17	35.0%	12.0%	7.0%	0.0%
2015-16	37.0%	22.0%	12.0%	5.0%

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)

Fowler Drive Elementary School			
Insert link to SMART Goal Tree for Literacy			
Greatest Area(s) of Need (GAN)		<p>Lack of inferring skills and making connections to text to support comprehension among students in grades 2 and 3, is identified as our Greatest Area of Need in Literacy. As a school team, we will provide research based instruction grounded in reading comprehension to address inferring weaknesses that are pervasive across grades 2 and 3. With focused professional learning for teachers and professional learning connecting printed text with real world experiences and vocabulary language in standards will increase in student performance on MAP assessments. Through advisement and goal setting, students will take ownership of their own learning and lexile scores.</p>	
Type of Goal	School Indicators	School Measures	School Targets
<p>By spring 2020, 60% of students in grades K - 5 will meet and exceed Indicators for College and Career Success benchmarks aligned to literacy as measured by the NWEA MAP Reading assessments.</p>	Comprehension	MAP	60% of student will meet their growth target from fall to spring of the 2018-2019 school year.
		Grade-level Unit Post Assessments	60% of students will demonstrate mastery (80%) on the assessments of these standards.
	Vocabulary	MAP	60% of students will meet their growth target from fall to spring of the 2018-2019 school year.
		Grade-level Unit Post Assessments	60% of students will demonstrate mastery (80%) on the assessments of these standards.

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Fowler Drive Elementary School							
School Results Goal #1: Literacy	<i>By spring 2020, 60% of students in grades K - 5 will meet and exceed Indicators for College and Career Success benchmarks aligned to literacy as measured by the NWEA MAP Reading assessments.</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>Our school-wide strategy for achieving this goal: Comprehension focus- inferring and making connections; According to Fontas and Pinnell, inferring and making connections are important actions or habits students need in order to master thinking beyond the text.</p> <p>Vocabulary focus- strategic selection of Tier 2 vocabulary (words that appear in the vocabulary of mature language users) and Tier 3 vocabulary (occasional words that are particular to a discipline) (Fountas and Pinnell, 2017)</p> <p>These strategies will be used during the guided reading and interactive read-aloud times of the ELA block through teacher modeling (think alouds) and guided discourse (from Leverage Leadership 2.0).</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:</p> <p>Action Step 1 : PL for teachers on guided reading and Interactive Read-Alouds</p> <p>Action Step 2 : Collaborative planning time will be used to map out literacy framework with explicit discussion on how to teach reading strategies as well as the ways to progress monitor students use and understanding of the strategies</p> <p>Action Step 3: Homeroom teachers will be expected to display reading strategy posters/anchor charts for teacher and student use during guided reading and interactive read aloud instruction.</p> <p>Action Step 4 : Strategically plan guided reading groups based on students instructional levels during collaborative planning</p> <p>Action Step 5 : Collaborative planning time to determine content-specific vocabulary, and how those words will be taught and incorporated into instruction</p> <p>Action Step 6: Teachers will teach using the language of the standards and be expected to display and reference the vocabulary or language of the standards, using sentences frames and questions stems.</p> <p>Action Step 7: Teachers and students will participate in a weekly AVID Hour focusing on Comprehension and WICOR Strategies.</p> <p>Action Step 8: During weekly AVID Hour, grade-levels will participate in additional planning/data time. This extra hour is based on a rotating schedule.</p> <p>List <i>Additional Action Steps</i></p>					<p style="text-align: center;">Person(s) Responsible</p> <p>Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: CCSD curriculum coordinators, instructional coaches, teacher leaders</p> <p>2: Administrators and grade level teams</p> <p>3: Collaborative Teams</p> <p>4: AVID site team members</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle	
	Begin	End	Resource	Source	Amount		
	August 2018	December 2018					
Evidence of Success (Then...)	60% of student will meet their growth target from the baseline MAP assessment to the midpoint MAP assessment administered by December 14, 2018.					NWEA MAP Language Usage	
	60% of student will meet their growth target from the baseline MAP assessment to the midpoint MAP assessment administered by December 14, 2018.					NWEA MAP Reading	
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							
Fowler Drive Elementary School							
NUMERACY GAP ANALYSIS							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	All Students	31.5%	18.5%				
2016-17	All Students	35.0%	19.5%				
2015-16	All Students	N/A	17.0%				
Accountability Target	All Students	47.9%	41.4%				
Accountability GAP	All Students	-16.38%	-23.0%				
Proficiency (100%) GAP	All Students	-68.48%	-81.6%				
Change Over Time GAP	All Students	-3.5%	1.5%				
NUMERACY STUDENT GROUPS DATA MATRICES							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	Female Students	30.6%	21.7%				
2016-17	Female Students	37.0%	21.9%				
2015-16	Female Students	NA	22.0%				
2017-18	Male Students	32.6%	15.0%				
2016-17	Male Students	35.0%	16.8%				
2015-16	Male Students	NA	10.0%				
2017-18	Students with Disabilities	25.0%	5.4%				
2016-17	Students with Disabilities	17.0%	5.0%				
2015-16	Students with Disabilities	NA	0.0%				
2017-18	English Learners	38.4%	12.2%				
2016-17	English Learners	36.0%	20.3%				
2015-16	English Learners	NA	5.6%				
2017-18	Gifted Students	57.1%	65.6%				
2016-17	Gifted Students	79.0%	68.0%				
2015-16	Gifted Students	NA	60.9%				
2017-18	Asian	NA	NA				
2016-17	Asian	NA	N/A				
2015-16	Asian	NA	N/A				
2017-18	Black Students	25.2%	10.7%				
2016-17	Black Students	29.0%	12.1%				
2015-16	Black Students	NA	9.4%				
2017-18	Hispanic Students	39.4%	29.5%				
2016-17	Hispanic Students	45.0%	27.3%				
2015-16	Hispanic Students	NA	22.5%				
2017-18	MultiRacial Students	28.6%	0.0%				
2016-17	MultiRacial Students	43.0%	42.9%				
2015-16	MultiRacial Students	NA	80.0%				
2017-18	White Students	30.0%	22.2%				
2016-17	White Students	46.0%	0.0%				
2015-16	White Students	NA	13.3%				
NUMERACY STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Math Inventory % Prof/Above						
2017-18	87.0%						
2016-17	NA						
2015-16	NA						
FIRST GRADE							
	Math Inventory % Prof/Above						
2017-18	43.9%						
2016-17	71.0%						
2015-16	NA						
SECOND GRADE							
	Math Inventory % Prof/Above						
2017-18	28.8%						
2016-17	54.0%						
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	4.82%	21.69%	6.02%	9.64%		12.05%	7.23%
2016-17	32.00%	28.00%	8.00%	18.00%		17.00%	11.00%
2015-16	NA	23.00%	10.00%	14.00%		11.00%	11.00%
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	11.63%	12.79%	4.65%	6.98%	5.81%	2.33%	1.16%
2016-17	29.00%	21.00%	4.00%	9.00%	8.00%	4.00%	4.00%
2015-16	NA	9.00%	0.00%	1.00%	1.00%	8.00%	0.00%
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	23.44%	21.88%	9.38%	9.38%	10.94%	12.50%	4.69%
2016-17	13.00%	9.00%	9.00%	1.00%	0.00%	1.00%	5.00%
2015-16	NA	15.00%	7.00%	13.00%	7.00%	5.00%	3.00%

School Zone Analysis (# of Reds)

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School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - NUMERACY			
Fowler Drive Elementary School			
Insert link to SMART Goal Tree for Numeracy			
Greatest Area(s) of Need (GAN)		<p>Lack of comprehension of Base 10 among scholars in grades 2 and 3, is identified as our Greatest Area of Need. As a school team, we will provide research based instruction to address the Base 10 weaknesses that are pervasive across grades 2 and 3. With focused professional learning for teachers and professional learning on effective commentary (and timely feedback) we will see increases in scholars performance on Unit Post Assessments and MAP assessments. Through advisement and goal setting, scholars will take ownership of their own learning and progress.</p>	
Type of Goal	School	School Measures	School Targets
<p>By spring 2020, 55% of scholars in grades 2 & 3 will meet and exceed in the following indicators aligned to numeracy while 60% scholars in grades K & 1 will meet and exceed on the MAP quarterly unit assessments. 60% of scholars in grades 4&5 will meet and exceed on the MAP quarterly unit assessments.</p>	<p>Numbers and Operations in Base 10 (K&1)</p>	Grade-level Unit Post Assessments	60% of students will demonstrate mastery (70%) on the assessments of these standards.
		MAP Assessment	70% of students will meet their growth targets by the end of 2018-2019
	<p>Numbers and Operations in Base 10 (2&3)</p>	Grade-level Unit Post Assessments	60% of students will demonstrate mastery (70%) on the assessments of these standards.
		MAP Assessment	70% of students will meet their growth targets by the end of 2018-2019
	<p>Numbers and Operations in Base 10 (4&5)</p>	Grade-level Unit Post Assessments	60% of students will demonstrate mastery (70%) on the assessments of these standards.
		MAP Assessment	70% of students will meet their growth targets by the end of 2018-2019

ACTION PLAN for SMART Numeracy GOAL						
Fowler Drive Elementary School						
School Results Goal #1: Numeracy	<i>By spring 2020, 55% of scholars in grades 2 & 3 will meet and exceed in the following indicators aligned to numeracy while 60% scholars in grades K & 1 will meet and exceed on the MAP quarterly unit assessments. 60% of scholars in grades 4&5 will meet and exceed on the MAP quarterly unit assessments.</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>Our school-wide strategy is intensive instruction in Base 10 and place value knowledge. Through vertical alignment and collaboration between grade-level team leaders, we found a lack of understanding of foundational Base 10 and place value concepts amongst our scholars. According to Sherman, Richardson, and Yard, "Place value is perhaps the most fundamental concept embedded in the elementary and middle school mathematics curriculum." Since Base 10 is an essential building block to understanding numbers and operations, we believe this intensive instruction will specifically target the learning gaps we have discovered involving fundamental math concepts. Members of the school leadership team will conduct professional learning during our monthly faculty meetings to present strategies and best practices for this place value/Base 10 intensive instruction. Staff members will be given opportunities to collaborate across grade levels and share ideas and professional knowledge about these topics. Additionally, grade levels will be given extra planning time each month to effectively collaborate how to implement this instruction with fidelity.</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: Action Step 1: PL on how to deliver daily "number talks" and the strategies associated with them. Strategies will be posted in the room for teacher and students to reference when solving problems. Action Step 2: Homeroom teachers will be expected to display place value anchor charts in every classroom within the building and explicitly use place value vocabulary in daily math instruction. Action Step 3: Each math segment (K-5) will implement a "Number of the Day" emphasizing the Base 10 number system to practice scholars' knowledge of place value. Action Step 4: Each scholar will be assessed on their developing place value and number sense knowledge bi-weekly. Action Step 5: PL on the resource Reflex Math for additional support for addition, subtraction, multiplication, and division.</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: CCSD curriculum coordinators, instructional coaches, teacher leads 2: Administrators and grade level teams 3: Collaborative Teams</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	
	August 2018	December 2018				
Evidence of Success (Then...)	55% of students will meet their growth target from the baseline MAP assessment to the midpoint MAP assessment administered by December 14, 2018				NWEA MAP Math	
	Expected measurable outcome(s) for Cycle 3:					
	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							
Fowler Drive 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	0.14	6.06	NA	NA	NA
2016-17	All Students	0.24	0.41	6.96	29.60%	69.90%	69.40%
2015-16	All Students	0.33	0.29	6.43	39.00%	73.80%	72.30%
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%
Accountability GAP	All Students	0.04	.W	-0.14	-20.4%	19.9%	19.4%
Proficiency (100%) GAP	All Students	0.00	-0.86	5.06	-70.4%	-30.1%	-30.6%
Change Over Time GAP	All Students	-0.09	-0.15	-0.37	-9.4%	-3.9%	-2.9%
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	0.08	0.05	6.02	NA	NA	NA
2016-17	Female Students	0.06	0.10	6.50	27.60%	71.60%	68.10%
2015-16	Female Students	0.22	0.19	6.69	35.60%	74.30%	74.30%
2017-18	Male Students	0.40	0.24	6.10	NA	NA	NA
2016-17	Male Students	0.45	0.76	7.46	32.20%	67.80%	71.10%
2015-16	Male Students	0.45	0.39	6.21	43.00%	73.40%	70.20%
2017-18	Students with Disabilities	0.73	0.34	7.10			
2016-17	Students with Disabilities	0.35	0.45	6.60			
2015-16	Students with Disabilities	0.85	0.75	7.91			
2017-18	English Learners	0.03	0.00	5.30			
2016-17	English Learners	0.03	0.06	6.00			
2015-16	English Learners	0.10	0.08	5.20			
2017-18	Gifted Students	0.04	0.00	5.14			
2016-17	Gifted Students	0.23	0.39	5.93			
2015-16	Gifted Students	0.18	0.18	4.96			
2017-18	Asian	0.00	0.00	1.00	NA	NA	NA
2016-17	Asian	0.00	0.00	7.00	100.00%	100.00%	100.00%
2015-16	Asian	0.00	0.00	4.00	NA	NA	NA
2017-18	Black Students	0.44	0.27	6.30	NA	NA	NA
2016-17	Black Students	0.43	0.73	7.25	20.00%	65.60%	63.30%
2015-16	Black Students	0.53	0.48	6.90	20.50%	73.50%	67.50%
2017-18	Hispanic Students	0.02	0.01	5.70	NA	NA	NA
2016-17	Hispanic Students	0.03	0.06	6.46	45.30%	75.60%	75.60%
2015-16	Hispanic Students	0.11	0.08	5.40	60.00%	73.60%	79.30%
2017-18	MultiRacial Students	0.17	0.00	7.10	NA	NA	NA
2016-17	MultiRacial Students	0.14	0.23	7.14	12.50%	56.30%	62.50%
2015-16	MultiRacial Students	0.19	0.06	8.90	36.40%	63.60%	63.60%
2017-18	White Students	0.17	0.10	6.60	NA	NA	NA
2016-17	White Students	0.29	0.53	8.13	7.70%	76.90%	76.90%
2015-16	White Students	0.29	0.22	7.90	21.40%	85.70%	64.30%
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.01	0.00	7.75				
2016-17	0.27	0.32	7.13				
2015-16	0.19	0.17	7.11				
FIRST GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.24	0.14	5.63				
2016-17	0.12	0.18	7.78				
2015-16	0.36	0.35	7.35				
SECOND GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.28	0.15	6.78				
2016-17	0.36	0.64	7.21				
2015-16	0.15	0.10	6.00				
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	0.62	0.40	6.79	NA	NA	NA	
2016-17	0.25	0.08	5.68	40.90%	77.30%	87.90%	
2015-16	0.28	0.17	6.16	50.00%	75.00%	82.40%	
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	0.27	0.11	4.41	NA	NA	NA	
2016-17	0.15	0.10	6.66	24.70%	75.30%	68.80%	
2015-16	0.84	0.81	5.54	30.60%	73.60%	68.10%	
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	0.14	0.09	4.72	NA	NA	NA	
2016-17	0.48	1.26	6.42	23.80%	55.60%	50.80%	
2015-16	0.33	0.32	4.92	36.40%	72.70%	65.50%	

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			
Fowler Drive Elementary School			
Insert link to SMART Goal Tree for SEL			
Greatest Area(s) of Need (GAN)		Based on our zone analysis, the GAN (Greatest Area of Need) relates to Behavior Referrals. We noticed that Fowler Drive needs to decrease the amount of behaviors that leads to Disciplinary Actions. The data shows that in 2016-2017 the Behavior Referral Per Student was .24.	
Type of Goal	School Indicators	School Measures	School Targets
By 2020, Fowler Drive Elementary will develop positive school district and community culture that supports socio-emotional learning so that all students achieve to their full potential.	Indicator 1-Self Management: The entire school community has and demonstrate skills to regulate emotions, thoughts, and behaviors to achieve personal and academic goals	1.1: Elementary Universal Behavior Screener: Externalizing Behaviors SubScores	By May 2020 students will show a 10% improvement in scores on the Elementary Universal Behavior Screener: Externalizing subscore. This will be done through professional learning in our PBIS plan, school-wide behavior expectations, and early interventions completed by our Behavior Interventionist. Externalizing behaviors like failure to follow directions, acting out, aggressive behaviors, defiance and arguing with adults and peers will decrease through appropriate interventions and strategies modeled and implemented by the Professional School Counselor, Behavior Interventionist and Classroom teachers. Interventions will be appropriately scheduled once the problem behaviors or academic weaknesses are identified either through the behavior screener, faculty/staff referral or parental requests.
		1.2: Office Behavior Referrals for Aggressive Behaviors (Battery, Fighting, Bullying, Threat and Intimidation) per the Student Code of Conduct.	By May 2020, the number of incidents of Aggressive Behavior referrals (Battery, Fighting, Bullying, Threat and Intimidation) will decrease by 70%
	Indicator 2-Responsible Decision Making: The entire school community develops and demonstrates decision-making skills in school, personal, and community situations.	2.1: Elementary Universal Behavior Screener: Classroom Behavior Subscores	By May 2020, students will show a 70% improvement in scores on the Elementary Universal Behavior Screener: Classroom Behavior subscore.
		2.2: Number of Office Behavior Referrals for Student incivility per the Student Code of Conduct	By May 2020, the number of incidents of student incivility will improve by 70%.

ACTION PLAN for SMART Social Emotional Learning GOAL						
Fowler Drive Elementary School						
School Results Goal #1: SEL	<i>By 2020, Fowler Drive Elementary will develop positive school district and community culture that supports socio-emotional learning so that all students achieve to their full potential.</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>Barriers obstructing Fowler Drive scholars success will be addressed through a simple, robust PBIS plan which will identify interfering behaviors, and emotional problems that interrupt optimum learning in the classroom. Interventions with (aggressive) negative behaviors and avoidance of academic content will be provided by the Behavior Interventionist. The interventionist will monitor and review the data with the Student Support Team in order to monitor improvement of strategies in the SEL component of the SGP.</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:</p> <p>Action Step 1: PBIS shares the FDES model and Behavior Matrix to demonstrate expected FDES behavior. Students will learn chant and gestures.</p> <p>Action Step 2: Classroom DoJo will be used in individual classes and across the school to track behaviors.</p> <p>Action Step 3: Teachers (KK - 5) will receive input from scholars on classroom expectations. Scholars will have an opportunity to model, create and discuss expected behavior in the school, the hallway, the cafeteria, the playground, the bus and in every classroom.</p> <p>Action Step 4: Teachers (KK - 5) will use AVID "call out" strategies, morning meetings and morning recess to support students with establishing and organizing a successful day. Action Step 5: The FDES Student Support Team will review attendance and discipline data in order to monitor scholars who are at risk with high attendance and behavior referrals. The team will create and discuss the process for referring students with 5 or more absences and 3 or more behavior referrals.</p> <p>Action Step 6: The entire FDES faculty and staff will review school-wide attendance and behavior data in order to monitor school-wide growth with current data.</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: PBIS Team Members 2: Student Support Team Members 3:</p> <p>or</p> <p>6: FDES Assistant Principal, Principal</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	July 24, 2018	November 2 End of 1st quarter	the team will outline steps for monitoring school-wide	Title I	\$20.00 x 7 hours = 140.00 per member	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2: FDES behavior referrals will decrease by 10%</i>				<i>Cycle 2 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 3: FDES behavior referrals will decrease by 25%</i>				<i>Cycle 3 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 4: FDES behavior referrals will decrease by 40%</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>	