


BACKGROUND INFORMATION

Gaines Elementary School

Principal Name: Robert Ezekiel			School Address: 900 Gaines School Road•Athens, GA 30605	
Title I Budget Amount: \$316,560				
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: Public education is central to our democracy. To fulfill the promise of public education, the Clarke County School District has a fundamental set of beliefs that serves as a lens through which every decision is made and every action is taken. These beliefs are the backbone of our organization. CCSD believes that: <i>Equity, access and progress towards excellence are basic rights that must be afforded to every individual in our system. Mission-driven, diverse and creative staff make the critical difference in student achievement, and they must be successfully recruited and retained. Students, families, staff and the broader community benefit mutually from active engagement with one another. Safe, nurturing and well-maintained schools/campuses are required for optimal learning.</i>				
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	45.00
Regular Education	455	86.0%	Regular Education	27.00
Students with Disabilities	74	14.0%	Students with Disabilities	9.00
English Learners	145	27.4%	English Learners	1.00
Gifted Students	57	10.8%	Gifted Students	1.00
EIP	266	50.3%	EIP	7
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	387	73.2%		
Mobile Students	166	31.4%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	50.1	59.8	57.2	56.8

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					
Gaines Elementary School					
LITERACY GAP ANALYSIS					
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	
2017-18	All Students	60.8%	27.6%	13.2%	
2016-17	All Students	64.1%	29.0%	13.6%	
2015-16	All Students	57.6%	28.0%	14.1%	
Accountability Target	All Students	68.6%	50.4%	38.3%	
Accountability GAP	All Students	-7.8%	-22.8%	-25.1%	
Proficiency (100%) GAP	All Students	-39.2%	-72.4%	-86.8%	
Change Over Time GAP	All Students	3.2%	-0.4%	-0.9%	
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	59.4%	36.3%	19.6%	
2016-17	Female Students	71.0%	35.0%	17.6%	1
2015-16	Female Students	25.7%	39.0%	15.0%	
2017-18	Male Students	61.8%	20.4%	7.8%	
2016-17	Male Students	58.0%	20.0%	8.7%	7
2015-16	Male Students	22.3%	23.0%	12.0%	
2017-18	Students with Disabilities	52.2%	6.9%	0.0%	
2016-17	Students with Disabilities	25.0%	0.0%	2.8%	9
2015-16	Students with Disabilities	0.0%	0.0%	0.0%	
2017-18	English Learners	74.1%	11.8%	0.0%	
2016-17	English Learners	78.0%	0.0%	14.3%	6
2015-16	English Learners	20.0%	0.0%	8.3%	
2017-18	Gifted Students	80.0%	85.7%	73.3%	
2016-17	Gifted Students	75.0%	82.0%	54.5%	0
2015-16	Gifted Students	75.0%	80.0%	66.7%	
2017-18	Asian	100.0%	33.3%	66.7%	
2016-17	Asian	33.3%	100.0%	100.0%	1
2015-16	Asian	NA	NA	N/A	
2017-18	Black Students	57.6%	22.4%	9.0%	
2016-17	Black Students	58.9%	25.0%	12.6%	6
2015-16	Black Students	22.0%	28.0%	8.7%	
2017-18	Hispanic Students	75.8%	43.6%	20.0%	
2016-17	Hispanic Students	87.5%	37.0%	11.5%	2
2015-16	Hispanic Students	40.0%	40.0%	25.8%	
2017-18	MultiRacial Students	85.7%	57.1%	16.7%	
2016-17	MultiRacial Students	67.0%	20.0%	20.0%	3
2015-16	MultiRacial Students	56.0%	25.0%	45.5%	
2017-18	White Students	50.0%	45.0%	30.8%	
2016-17	White Students	87.5%	NA	33.3%	2
2015-16	White Students	26.7%	NA	33.3%	
LITERACY STANDARDS & SKILLS DATA MATRICES					
KINDERGARTEN					
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency	School Zone Analysis (# of Reds)
2017-18	73.6%	74.7%	80.3%	73.6%	
2016-17	76.0%	55.0%	83.0%	84.0%	1
2015-16	69.0%	58.0%	81.0%	83.0%	
FIRST GRADE					
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency		School Zone Analysis (# of Reds)
2017-18	40.0%	28.6%	37.1%		
2016-17	52.0%	57.0%	52.0%		6
2015-16	61.0%	62.0%	64.0%		
SECOND GRADE					
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency		School Zone Analysis (# of Reds)
2017-18	65.0%	35.0%	37.5%		
2016-17	64.0%	70.0%	50.0%		5
2015-16	43.0%	56.0%	32.0%		
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	33.3%	12.1%	5.2%	1.7%	
2016-17	0.0%	14.0%	5.0%	1.0%	5
2015-16	N/A	21.0%	12.0%	4.0%	
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	24.7%	13.6%	3.4%	0.0%	
2016-17	29.0%	18.0%	4.0%	10.0%	5
2015-16	N/A	10.0%	7.0%	6.0%	
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	31.8%	13.6%	9.1%	4.6%	
2016-17	30.0%	14.0%	11.0%	1.0%	3
2015-16	30.0%	10.0%	7.0%	1.0%	

SCHOOL IMPROVEMENT FOCUS - Literacy

Gaines Elementary School

Insert link to SMART Goal Tree for Literacy

Greatest Area(s) of Need (GAN)

Currently, 13.2% of students are proficient in the area of reading according to the EOG (3rd-5th). When looking at the trend data for the last three years, the proficiency levels have been stagnant. During the 2017-2018 school year, 41% of the students in 1st-5th grades were proficient on the DORF assessment. Currently, 28% of the students (3rd-5th grades) are proficient according to the Reading Inventory. When looking at the trend data for the last three years, the proficiency levels have been stagnant. Currently, 52% of the students (K-2nd) are proficient according to the Dibels DCS. The past data suggests that we have a greatest area of need in the area of comprehension.

According to the current year's NWEA MAP assessment class breakdown reports, vocabulary acquisition, language/writing, and literature have been identified as areas where students need support. The teachers will be using the MAP data to explore what students are currently missing to close the gaps in learning. The students will be able to show growth in each area and increase their overall RIT score on the pathway to achieving proficiency.

New Goal	School Indicators	School Measures	School Targets
By May 2020, twenty-five percent of students in grades 3-5 will be at the proficient level in the area of literacy, as measured by the Georgia Milestones ELA Assessments.	Language and Writing	1A - What measure will be used to assess progress for Indicator #1? BAS	1A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? By May 2019, students meeting grade level instructional expectations will increase by at least six percent when compared to the baseline data of the beginning of the year.
		1B - What measure will be used to assess progress for Indicator #1? MAP 3rd-5th Grades (Georgia Milestones)	1B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? By May 2019, the students will have growth on the NWEA MAP assessment by six percentage points over the baseline established in the Fall of 2018.
	Vocabulary Acquisition	2A - What measure will be used to assess progress for Indicator #3? BAS	2A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? By May 2019, students meeting grade level instructional expectations will increase by at least six percent when compared to the baseline data of the beginning of the year.
		2B - What measure will be used to assess progress for Indicator #3? MAP 3rd-5th Grades (Georgia Milestones)	2B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? By May 2019, the students will have growth on the NWEA MAP assessment by six percentage points over the baseline established in the Fall of 2018.
	Comprehension	3A - What measure will be used to assess progress for Indicator #1? BAS	3A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? By May 2019, students meeting grade level instructional expectations will increase by at least six percent when compared to the baseline data of the beginning of the year.
		3B - What measure will be used to assess progress for Indicator #1? MAP 3rd-5th Grades (Georgia Milestones)	3B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? By May 2019, the students will have growth on the NWEA MAP assessment by six percentage points over the baseline established in the Fall of 2018.

ACTION PLAN for SMART Literacy GOAL					
Gaines Elementary School					
School Results Goal #1: Literacy	By May 2020, twenty-five percent of students in grades 3-5 will be at the proficient level in the area of literacy, as measured by the Georgia Milestones ELA Assessments.			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	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:				
	At Gaines, during the 2018-2019 school year, we will be focusing on Organization as a school-wide strategy that comes from the WICOR model of AVID. The AVID Site Team selected this strategy as a foundation to increase proficiency in all grade levels. During the 2018-2019, the teachers will participate in several job-embedded opportunities of professional learning focused on WICOR. We will focus on organization first, and then move on to other areas of WICOR. Our school goal in the area of literacy focuses on increasing our proficiency rate by twelve percentage points in two years. If the students are more organized, they will have the foundation to participate in the high levels of learning that is planned by our teachers. The AVID Site Team will be focusing on communicating the AVID strategies throughout the school building. Administrators and the instructional coach will use AVID observational tools to ensure that the strategy is being used across the school building with fidelity.				
	The teachers will utilize the new ELA curriculum starting in the 2018-2019 school year. Teachers who teach kindergarten-second grade will be focusing on reading utilizing the Fountas and Pinnell classroom during the 2018-2019 school year, and they will focus on writing using the Lucy Calkins Units of Writing materials during the 2019-2020 school year. The third grade-fifth grade will be focusing on writing using the Lucy Calkins Units of Writing during the 2018-2019 school year, and they will focus on reading utilizing the Fountas and Pinnell Classroom during the 2019-2020 school year. If the current year is not a year for the grade level to utilize the new materials, the teachers will utilize the materials found in the CCSD curriculum portal. Also, the teachers will be using AVID strategies, and implementing the WICOR model of instruction.				
	According to the Harcourt School Publishers (nd), good readers are purposeful and active, and they set a purpose for reading. Good readers use experience and knowledge to make sense of the text. Good readers also use one or more strategies to help them comprehend what they read. During this current school year, we will be focusing on using graphic organizers. Our readers will be able to organize information to understand and remember concepts.				
	Since the third-fifth grade teachers will be implementing Fountas and Pinnell next school year, the teachers will be led in an ELA restructuring. The focus will be getting the teachers to use the standards to provide research-based instruction to the students. The teachers will have to use the MAP results to know what students need during the guided reading times in the classroom. Teachers will also have to develop or use common formative assessments that assesses the students' performance on the standards. The information that is gained from the assessments will be used to have conversations about student learning each week.				
	According to Business Wire (2010), the Center for Research in Educational Policy (CREP) at the University of Memphis found that the Fountas and Pinnell Leveled Literacy Intervention System was effective in improving literacy for children in grades K-2. The study also showed that there was significant improvement for Hispanic, African American, ELL, and special education students when compared to students who did not participate in the intervention system. Retrieved from https://www.businesswire.com/news/home/20101028006949/en/New-Study-Confirms-Effectiveness-Fountas-Pinnell-Leveled				
Action Steps (If...)	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:			Person(s) Responsible Enter the name or role of the person(s) who will provide leadership for each step: 1: Teachers 2: Teachers 3: Teachers 4. Administration, Instructional Coach, and Teachers	
	Action Step 1: Identify the areas that are deficient according to the various assessments that are given				
	Action Step 2: Choose the best graphic organizers to use as a strategy to help students master the standards				
	Action Step 3: Assess the students weekly to determine if the students are mastering the standards				
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed		
	Begin	End	Resource	Source	Amount
	8/2018	5/2020	MAP Assessment, Guided Reading Books, Lucy Calkins Materials, Fountas and Pinnell Materials, Research-Based Strategies, Data Analysis Spreadsheet		
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								
Gaines Elementary School								
NUMERACY GAP ANALYSIS								
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above					
2017-18	All Students	27.1%	15.6%					
2016-17	All Students	27.0%	14.8%					
2015-16	All Students	N/A	15.1%					
Accountability Target	All Students	47.9%	41.4%					
Accountability GAP	All Students	-20.85%	-25.8%					
Proficiency (100%) GAP	All Students	-72.95%	-84.4%					
Change Over Time GAP	All Students	0.1%	0.5%					
NUMERACY STUDENT GROUPS DATA MATRICES								
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above		School Zone Analysis (# of Reds)			
2017-18	Female Students	27.6%	23.7%		3			
2016-17	Female Students	32.0%	18.6%					
2015-16	Female Students	NA	15.0%					
2017-18	Male Students	26.6%	8.7%		5			
2016-17	Male Students	26.0%	10.0%					
2015-16	Male Students	NA	14.0%					
2017-18	Students with Disabilities	12.3%	2.1%		5			
2016-17	Students with Disabilities	13.0%	0.0%					
2015-16	Students with Disabilities	NA	2.5%					
2017-18	English Learners	47.6%	6.7%		1			
2016-17	English Learners	38.0%	25.1%					
2015-16	English Learners	NA	16.7%					
2017-18	Gifted Students	63.0%	66.7%		0			
2016-17	Gifted Students	92.0%	81.8%					
2015-16	Gifted Students	NA	61.1%					
2017-18	Asian	60.0%	66.7%		0			
2016-17	Asian	100.0%	100.0%					
2015-16	Asian	NA	N/A					
2017-18	Black Students	23.6%	11.0%		5			
2016-17	Black Students	25.0%	10.9%					
2015-16	Black Students	NA	12.8%					
2017-18	Hispanic Students	42.7%	25.7%		0			
2016-17	Hispanic Students	36.0%	25.0%					
2015-16	Hispanic Students	NA	25.8%					
2017-18	MultiRacial Students	38.5%	16.7%		0			
2016-17	MultiRacial Students	38.0%	40.0%					
2015-16	MultiRacial Students	NA	18.2%					
2017-18	White Students	20.0%	30.8%		2			
2016-17	White Students	46.0%	0.0%					
2015-16	White Students	NA	16.7%					
NUMERACY STANDARDS & SKILLS DATA MATRICES								
KINDERGARTEN								
	Math Inventory % Prof/Above						School Zone Analysis (# of Reds)	
2017-18	52.9%						0	
2016-17	NA							
2015-16	NA							
FIRST GRADE								
	Math Inventory % Prof/Above						School Zone Analysis (# of Reds)	
2017-18	42.3%						0	
2016-17	56.0%							
2015-16	NA							
SECOND GRADE								
	Math Inventory % Prof/Above						School Zone Analysis (# of Reds)	
2017-18	24.4%						2	
2016-17	33.0%							
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	School Zone Analysis (# of Reds)
2017-18	5.17%	17.24%	6.90%	5.17%		1.72%	8.62%	6
2016-17	37.00%	16.00%	7.00%	4.00%		4.00%	0.00%	
2015-16	NA	23.00%	10.00%	8.00%		10.00%	4.00%	
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	School Zone Analysis (# of Reds)
2017-18	14.61%	15.91%	5.68%	3.41%	2.27%	4.55%	4.55%	11
2016-17	12.00%	17.00%	3.00%	9.00%	6.00%	7.00%	7.00%	
2015-16	NA	10.00%	2.00%	3.00%	5.00%	6.00%	2.00%	
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	School Zone Analysis (# of Reds)
2017-18	16.67%	13.64%	10.61%	7.58%	10.61%	7.58%	13.64%	9
2016-17	31.00%	12.00%	11.00%	1.00%	3.00%	4.00%	8.00%	
2015-16	NA	10.00%	11.00%	6.00%	3.00%	1.00%	4.00%	

SCHOOL IMPROVEMENT FOCUS - NUMERACY

Gaines Elementary School

Insert link to SMART Goal Tree for Numeracy

Greatest Area(s) of Need (GAN)

Currently, 15.6% of students are proficient in the area of numeracy according to the EOG (3rd-5th). When looking at the trend data for the last three years, the proficiency levels have been stagnant. During the 2017-2018 school year, 52.4% of the students in 1st-5th grades were proficient on the SMI assessment.

According to the current year's NWEA MAP assessment class breakdown reports, number sense and operations, measurement/data, and operations/algebraic thinking have been identified as areas where students need support. The teachers will be using the MAP data to explore what students are currently missing to close the gaps in learning. The students will be able to show growth in each area and increase their overall RIT score on the pathway to achieving proficiency.

New Goal	School Indicators	School Measures	School Targets
By May 2020, twenty-five percent of students in grades 3-5 will be at the proficient level in the area of numeracy, as measured by the Georgia Milestones Math assessments.	Measurement and Data	1A - What measure will be used to assess progress for Indicator #1? MAP 3rd-5th Grades (Georgia Milestones)	1A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? MAP data will be reviewed three times by May 2019 and will indicate a 6% proficiency level increase with measurement and data.
		1B - What measure will be used to assess progress for Indicator #1? Checkpoints	1B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? Between August 2018 and May 2019, teachers will establish a weekly - monthly check.
	Number Sense and Operations	2A - What measure will be used to assess progress for Indicator #2? MAP 3rd-5th Grades (Georgia Milestones)	2A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? MAP data will be reviewed three times by May 2019 and will indicate a 6% proficiency level increase with number sense and operations.
		2B - What measure will be used to assess progress for Indicator #2? Checkpoints	2B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? Between August 2018 and May 2019, teachers will establish a weekly - monthly check.
	Operations and Algebraic Thinking	3A - What measure will be used to assess progress for Indicator #1? MAP 3rd-5th Grades (Georgia Milestones)	3A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? MAP data will be reviewed three times by May 2019 and will indicate a 6% proficiency level increase with operations and algebraic thinking.
		3B - What measure will be used to assess progress for Indicator #1? Checkpoints	3B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time? etween August 2018 and May 2019, teachers will establish a weekly - monthly check.

ACTION PLAN for SMART Numeracy GOAL						
Gaines Elementary School						
School Results Goal #1: Numeracy	By May 2020, twenty-five percent of students in grades 3-5 will be at the proficient level in the area of numeracy, as measured by the Georgia Milestones Math assessments.			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 goal for numeracy is by 2020, the proficiency level will increase by twelve percentage points in the area of numeracy. In order to achieve this goal, we will focus on three main indicators of number sense/operations, measurement/data, and operations/algebraic thinking. The NWEA MAP assessment data was used to determine the needs of students based on the performance on the assessment. Based on data from 2016-2017 school year 15.6% of students were proficient in the area of numeracy and by 2020 we believe 25% of students will be able to reach a proficient level. We are utilizing AVID's research based strategies in order to focus on our four action steps of instruction, culture, leadership, and systems.</p> <p>The teachers will continue to follow the CCSD curriculum portal in the area of mathematics for the 2018-2019 school year, and will wait on guidance from the district for the 2019-2020 school year. The teachers are also utilizing the Do the Math intervention for the students who are struggling with mastering the standards in mathematics. Also, the teachers will be using AVID strategies, and implementing the WICOR model of instruction.</p> <p>The students in the lower grades will play games and sing songs to develop their number sense. The students in the upper grades will focus on multiplication fluency by teaching the students how to make a multiplication chart (10 x 10) that can be used when taking an assessment. The chart can be used for division, and also can be used for equivalent fractions. According to K5 Learning (2018), math facts fluency leads to higher order mathematics. Also, fluent math facts leads to less confusion. Math fact automaticity can affect the performance in other subject areas like science and geography. Students who know their math facts have less math anxiety. Retrieved from https://www.k5learning.com/blog/why-do-kids-need-learn-math-facts</p> <p>According to Houghton Mifflin Harcourt (2012), when Do the Math was used as an intervention, students showed significant improvements on SMI testing. The students who received the intervention also were more likely to show growth on the state mathematics assessment. Also, teachers and administrators responded that the students who participated in the intervention were more confident about math, and had a better overall understanding of math. Retrieved from https://www.hmhc.com/products/do-the-math/research-and-results.htm</p> <p>According to AVID (2017), the Houston Independent School District evaluated the effectiveness of AVID implementation, and the effects on academic performance. The researchers found that the AVID students outperformed non-AVID students in most categories. Retrieved from https://www.avid.org/research</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: Place value will be embedded throughout numeracy instruction in small and whole group settings and will be reviewed in daily homework Action Step 2: Students will practice number sense strategies during number talks Action Step 3: 3rd-5th grade students will practice making multiplication charts that can be used when testing, and also will prepare the students to know their math facts Action Step 4: Use of the data analysis spreadsheet to track performance on the standards, choose research-based strategies, and determine next steps List Additional Action Steps</p>			<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Homeroom, EIP, Gifted, and SPED Teachers 2: Homeroom, EIP, Gifted, and SPED Teachers 3: Teachers 4. Administrators, Homeroom, EIP, Gifted, and SPED Teachers</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.) We will utilize the data analysis spreadsheet to understand what the students are able to do on a weekly basis.
	Begin	End	Resource	Source	Amount	
	August 2018	May 2020	Number Talks, Data Analysis Spreadsheet			
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>			<i>Cycle 2 Enter Assessment/Source</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>		

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								
Gaines 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	0.5	0.6	7.57	NA	NA	NA	
2016-17	All Students	0.47	0.49	8.83	22.40%	76.70%	69.00%	
2015-16	All Students	0.36	0.42	8.05	32.30%	63.10%	65.10%	
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%	
Accountability GAP	All Students	0.30	0.47	1.37	-27.6%	26.7%	19.0%	
Proficiency (100%) GAP	All Students	0.00	-0.40	6.57	-77.6%	-23.3%	-31.0%	
Change Over Time GAP	All Students	0.14	0.18	-0.48	-9.9%	13.6%	3.9%	
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	School Zone Analysis (# of Reds)
2017-18	Female Students	0.20	0.17	7.00	NA	NA	NA	
2016-17	Female Students	0.24	0.25	7.99	20.90%	80.90%	71.80%	4
2015-16	Female Students	0.19	0.22	7.20	26.50%	65.30%	63.30%	
2017-18	Male Students	0.77	0.94	8.06	NA	NA	NA	
2016-17	Male Students	0.67	0.70	9.63	24.00%	72.00%	66.00%	11
2015-16	Male Students	0.51	0.58	8.73	38.10%	60.80%	67.00%	
2017-18	Students with Disabilities	1.50	1.60	8.52				
2016-17	Students with Disabilities	0.82	0.95	7.51				7
2015-16	Students with Disabilities	0.85	0.91	7.71				
2017-18	English Learners	0.00	0.00	4.80				
2016-17	English Learners	0.02	0.03	7.00				0
2015-16	English Learners	0.02	0.01	7.00				
2017-18	Gifted Students	0.00	0.00	7.20				
2016-17	Gifted Students	0.18	0.14	6.50				0
2015-16	Gifted Students	0.17	0.13	4.54				
2017-18	Asian	0.00	0.00	2.30	NA	NA	NA	
2016-17	Asian	0.00	0.00	8.38	NA	NA	NA	1
2015-16	Asian	0.00	0.00	7.10	NA	NA	NA	
2017-18	Black Students	0.65	0.76	7.70	NA	NA	NA	
2016-17	Black Students	0.61	0.65	8.90	20.90%	77.20%	68.40%	9
2015-16	Black Students	0.47	0.54	7.90	29.10%	63.10%	67.40%	
2017-18	Hispanic Students	0.04	0.04	7.50	NA	NA	NA	
2016-17	Hispanic Students	0.07	0.08	8.86	34.50%	72.40%	75.90%	1
2015-16	Hispanic Students	0.01	0.01	6.90	47.60%	81.00%	81.00%	
2017-18	MultiRacial Students	0.11	0.01	7.80	NA	NA	NA	
2016-17	MultiRacial Students	0.38	0.43	12.00	17.60%	76.50%	76.50%	6
2015-16	MultiRacial Students	0.39	0.45	8.20	29.40%	29.40%	29.40%	
2017-18	White Students	0.22	0.29	7.90	NA	NA	NA	
2016-17	White Students	0.08	0.02	7.56	0.00%	100.00%	50.00%	5
2015-16	White Students	0.02	0	10.10	46.70%	80.00%	66.70%	
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES								
KINDERGARTEN								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std					School Zone Analysis (# of Reds)
2017-18	0.28	0.29	7.61					
2016-17	0.36	0.37	11.35					3
2015-16	0.49	0.63	10.81					
FIRST GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std					School Zone Analysis (# of Reds)
2017-18	0.22	0.08	8.10					
2016-17	0.48	0.49	9.53					3
2015-16	0.37	0.35	7.97					
SECOND GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std					School Zone Analysis (# of Reds)
2017-18	1.00	1.06	8.18					
2016-17	0.70	0.80	8.67					8
2015-16	0.53	0.62	6.91					
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		School Zone Analysis (# of Reds)
2017-18	0.59	0.70	7.17	NA	NA	NA		
2016-17	0.66	0.61	7.91	32.90%	82.90%	84.10%		6
2015-16	0.22	0.23	7.12	41.00%	72.10%	77.00%		
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		School Zone Analysis (# of Reds)
2017-18	0.75	0.96	6.07	NA	NA	NA		
2016-17	0.78	0.92	7.71	15.00%	66.70%	66.70%		6
2015-16	0.44	0.54	6.13	27.90%	70.60%	69.10%		
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		School Zone Analysis (# of Reds)
2017-18	0.65	1.03	7.74	NA	NA	NA		
2016-17	0.38	0.37	7.39	16.20%	77.90%	52.90%		7
2015-16	0.40	0.43	7.89	28.80%	47.00%	50.00%		

SCHOOL IMPROVEMENT FOCUS - SEL			
Gaines Elementary School			
Insert link to SMART Goal Tree for SEL			
Greatest Area(s) of Need (GAN)		Based on student surveys, 22.4% of students say they always get along with others (decrease from 32.3% the previous year). The number of behavior referrals per student and OSS days per student has been trending up for the last 3 years.	
New Goal	School Indicators	School Measures	School Targets
By 2020, there will be an increase in behaviors that promote learning and respectful interactions as evidenced by a 12% reduction in student behavior referrals.	Self Management	1A - Universal Behavior Screener	1A - By May 2019, students will show a 6% improvement in scores on the behavior screener.
		1B - Number of incidents of student incivility per student code of conduct	1B - By May 2019, the number of incidents of student incivility will decrease by 6%.
	Self Awareness	2A - Learning and social behavior measure on elementary report cards (Shows interest and is involved in learning)	2A - By May 2019, students will show a 6% improvement in meeting or exceeding the standard on learning and social behavior measure
		2B - GSHS #1: I feel like I do well in school	2B - By May 2019, students will show a 6% increase in responses to GSHS Q#2
	Social Awareness	3A - GSHS #10: Students treat each other well	3A - By May 2019, students will show a 6% increase in responses to GSHS Q#2
		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?)
	Relationship Skills	4A - GSHS #9: I get along well with other students	4A - By May 2019, students will show a 6% increase in responses to GSHS Q#9
		4B - Learning and social behavior measure on elementary report cards: Works well with others	4B - By May 2019, students will show a 6% improvement in meeting or exceeding the standard on learning and social behavior measure
	Responsible Decision Making	5A - Discipline data: # of discipline incidents and # of OSS	5A - By May 2019, the number of total discipline incidents and the number of OSS days will decrease by 6% each
		5B - Number of tardies/absences	5B - By May 2019, the number of tardies/absences will decrease by 6% each

ACTION PLAN for SMART Social Emotional Learning GOAL

Gaines Elementary School

School Results Goal #1: SEL	<i>By 2020, there will be an increase in behaviors that promote learning and respectful interactions as evidenced by a 12% reduction in student behavior referrals.</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>Based on the SEL data and the Greatest Area of Need, we will implement AVID strategies. AVID organization strategies will target the self management and self awareness indicators, and AVID collaboration strategies will target the social awareness and relationship skills indicators. We will also continue to implement the Second Step curriculum to target all indicators, including responsible decision making. Our schoolwide goal is a 6% improvement across all SEL indicators by May 2019 (12% improvement by May 2020).</p> <p>The teachers will continue to use the Second Step Curriculum during morning meetings to teach the students the strategies that are needed to be successful in the classroom. The teachers will encourage all of the students to attend regularly, and we will encourage the students to arrive at school on time each day. The PBIS team will be developing new ways to celebrate good behavior and attendance during the school year. Also, the teachers will start incorporating AVID strategies that deal with the culture of the school to highlight the importance of education as it leads to college and career readiness.</p> <p>According to Low, Cook, Smolkowski, and Butain-Ricklefs (2015), students who participated in the Second Step Curriculum had significant improvements in social-emotional competence and behavior. Retrieved from http://www.secondstep.org/Portals/0/common-doc/low-et-al-second-step-rct-2015.pdf</p> <p>According to AVID (2017), the Houston Independent School District evaluated the effectiveness of AVID implementation, and the effects on academic performance. The researchers found that the AVID students outperformed non-AVID students in most categories. Retrieved from https://www.avid.org/research</p>					
	Action Steps (IF...)			Person(s) Responsible		
	<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: Improve organization skills using AVID strategies</p> <p>Action Step 2: Improve collaboration skills using AVID strategies</p> <p>Action Step 3: Continue to implement the Second Step curriculum in K-5</p> <p>Action Step 4: Offer attendance incentives to encourage students to report to school on time each day (e.g., discount on rent, popsicle parties, etc.)</p> <p>List Additional Action Steps</p>			<p>Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: Ms. Pearson and Teachers</p> <p>2: Ms. Pearson and Teachers</p> <p>3: Teachers</p> <p>4. Attendance Committee and PBIS Team</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	8/2018	Ongoing	-Second Step Curriculum -AVID WICOR literature -AVID Culture literature -SSW involvement with parent/student housing areas			
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>			<i>Cycle 2 Enter Assessment/Source</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>		