


BACKGROUND INFORMATION				
Whitehead Road Elementary School				
Principal Name: Luther McDaniel			School Address: 555 Quailwood Drive•Athens, GA 30606	
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	885		All	Enter #
Regular Education	807	91.2%	Regular Education	38.00
Students with Disabilities	78	8.8%	Students with Disabilities	7.00
English Learners	211	23.8%	English Learners	5.00
Gifted Students	68	7.7%	Gifted Students	3.00
EIP/REP Students	489	55.3%	EIP/REP Students	4
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	345	39.0%		
Asian	24	2.7%		
Hispanic	349	39.4%		
White	131	14.8%		
Two or More Races	35	4.0%		
Other Student Information	Enrollment #	Enrollment %		
Direct Certified Poverty Students	381	43.0%		
Mobile Students	108	12.2%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	72.8	70.5	70.0	74.1

**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				
Whitehead 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	52.5%	57.9%	38.5%
2016-17	All Students	64.0%	59.0%	41.1%
2015-16	All Students	60.3%	60.0%	33.9%
Accountability Target	All Students	68.6%	50.4%	38.3%
Accountability GAP	All Students	-16.1%	7.5%	0.2%
Proficiency (100%) GAP	All Students	-47.5%	-42.1%	-61.5%
Change Over Time GAP	All Students	-7.8%	-2.1%	4.6%
LITERACY STUDENT GROUPS DATA MATRICES				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	Female Students	50.9%	62.2%	47.7%
2016-17	Female Students	63.0%	63.0%	52.9%
2015-16	Female Students	23.9%	67.0%	42.0%
2017-18	Male Students	53.7%	54.3%	31.1%
2016-17	Male Students	63.2%	54.0%	31.6%
2015-16	Male Students	29.0%	53.0%	30.0%
2017-18	Students with Disabilities	44.1%	30.8%	18.4%
2016-17	Students with Disabilities	43.0%	32.0%	22.2%
2015-16	Students with Disabilities	4.0%	47.0%	18.2%
2017-18	English Learners	52.8%	26.0%	13.8%
2016-17	English Learners	53.0%	24.0%	41.1%
2015-16	English Learners	21.0%	0.0%	15.2%
2017-18	Gifted Students	83.0%	98.0%	93.9%
2016-17	Gifted Students	96.0%	100.0%	89.7%
2015-16	Gifted Students	98.0%	100.0%	90.2%
2017-18	Asian	50.0%	80.0%	40.0%
2016-17	Asian	38.5%	78.0%	46.7%
2015-16	Asian	20.0%	NA	NA
2017-18	Black Students	54.3%	48.2%	25.5%
2016-17	Black Students	62.3%	43.0%	26.3%
2015-16	Black Students	19.4%	44.0%	22.7%
2017-18	Hispanic Students	52.4%	53.8%	39.6%
2016-17	Hispanic Students	57.5%	59.0%	46.9%
2015-16	Hispanic Students	19.5%	61.0%	31.5%
2017-18	MultiRacial Students	46.2%	66.7%	42.9%
2016-17	MultiRacial Students	45.0%	70.0%	62.5%
2015-16	MultiRacial Students	56.0%	71.0%	46.2%
2017-18	White Students	50.8%	88.9%	73.3%
2016-17	White Students	76.1%	87.0%	61.9%
2015-16	White Students	53.3%	86.0%	64.0%
LITERACY STANDARDS & SKILLS DATA MATRICES				
KINDERGARTEN				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency
2017-18	53.9%	55.4%	63.5%	62.3%
2016-17	69.0%	62.0%	72.0%	70.0%
2015-16	47.0%	62.0%	64.0%	34.0%
FIRST GRADE				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency	
2017-18	62.9%	54.0%	62.9%	
2016-17	59.0%	45.0%	58.0%	
2015-16	74.0%	70.0%	73.0%	
SECOND GRADE				
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency	
2017-18	41.1%	68.0%	50.4%	
2016-17	64.0%	41.0%	60.0%	
2015-16	63.0%	80.0%	53.0%	
THIRD GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	63.2%	41.6%	25.6%	24.0%
2016-17	93.00%	48.0%	28.0%	20.0%
2015-16	NA			
FOURTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	56.9%	38.8%	17.2%	12.9%
2016-17	63.0%	42.0%	15.0%	18.0%
2015-16	NA			
FIFTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	60.1%	35.5%	17.4%	18.8%
2016-17	51.0%	30.0%	22.0%	11.0%
2015-16	59.0%			

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

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School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

Whitehead Road Elementary School			
Insert link to SMART Goal Tree for Literacy			
Greatest Area(s) of Need (GAN)		Based on the Spring 2018 EOG Georgia Milestones Data, Reading proficiency is our GAN. The schoolwide average reading proficiency (3rd-5th) was 39%. The area of Writing and Language is also a relative area of weakness that contributes to the lack of proficiency in reading.	
Continuing Goal	School Indicators	School Measures	School Targets
<p><b>By May, 2020, 90% of students in grades K-5 at Whitehead Road Elementary School will demonstrate grade-level proficiency in the area of literacy as indicated by the Fountas and Pinnell Benchmark Assessment System (BAS). Baseline: 34.61% (Fall 2018 1st-5th)</b></p>	Vocabulary	Grade Level Formative Assessments	Baseline TBD; Target-90% of students performing at 90% average or higher on grade-level developed formative assessments.
		NWEA MAP (K-5)- Vocabulary Acquisition and Use	Fall 2018- (3rd-5th)57% Average or Above Average performance; Target-90% Average or Above Average performance; (1st-2nd) 54% Average or Above Average performance; Target-90% Average or Above Average Performance
	Writing to Learn	EOY writing assessment with student-selected genre & topic using Lucy Calkins rubric.	90% of students in grades 3-5 will perform at grade level or above on EOY writing assessment with student-selected genre & topic using Lucy Calkins rubric.
		Georgia Milestones EOG Writing and Language Domain	Spring 2018-19% of 3rd-5th students performed at the Accelerate Learning level of mastery in the Writing and Language Domain. Target- 40% by May, 2020.
	Comprehension	The Benchmark Assessment System (BAS)	<p><b>TARGET-</b>By May 2019, 90% of students in grades K and 1st will read at their grade-level instructional reading level target with 90%+ accuracy and satisfactory comprehension based on the Fountas and Pinnell Benchmark Assessment System (BAS). By May 2019, 90% of 2nd-5th grade students will read at their grade-level instructional level target with 95%+ accuracy and satisfactory comprehension based on the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p><b>BASELINE TBD-</b> Baseline % of students reading at reading level target for the 3rd month of the year.</p> <p><b>Comprehension Baseline-</b> 1st-5th: 45% of students with satisfactory or above comprehension. 3rd-5th: 40% of students with satisfactory or above comprehension.</p>
		Identification of a comprehension progress monitoring tool TBD	TBD
<p><b>Insert School Results Goal</b></p>			

Whitehead Road Elementary School						
<b>School Results Goal #1: Literacy</b>	By May 2020, 90% of students at Whitehead Road Elementary School demonstrate grade-level proficiency in the area of literacy as indicated by the BAS.				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>	<p><b>Guided Reading</b> - Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas &amp; Pinnell, 1996). Guided Reading will inspire the staff by providing a measure that aligns data and instruction. It provides teachers with the tools needed to address deficits, and the ability to promote and challenge students, while providing them with the time needed to listen to students. Guided reading is a strategy by which all students are provided equitable opportunities to engage and experience learning through various texts to address deficits and to provide extension based on instructional reading levels. Professional learning will be driven by grade-level discussions, data-based teacher needs, and focus walks.</p>					
<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: <b>Action Step 1</b> : We will utilize Professional Learning Communities to promote and build teacher capacity within the school. <b>Action Step 2</b> : We will introduce and develop a collaborative data inquiry cycle. The data cycle will focus on creating data trust rules, accessing and analyzing data reports, using data to guide instruction, and creating data-driven remediation plans.</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: Principal/AP/Instructional Coach/Teachers</b> <b>2: Principal/AP/Instructional Coach/Teachers</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	BAS, NWEA MAP, BAS Optional Assessments
	<b>August 2018</b>	<b>May 2019</b>				
<b>Evidence of Success (Then...)</b>	<i>Expected measurable outcome(s) for Cycle 2: 80% alignment of using BAS data to create instructional guided reading groups, provide individualized student learning goals, and to inform instructional practices.</i>				<i>Fountas &amp; Pinnell BAS</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>	
<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>	

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:

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
Whitehead Road Elementary School							
NUMERACY GAP ANALYSIS							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	All Students	37.4%	46.7%				
2016-17	All Students	39.0%	43.6%				
2015-16	All Students	NA	43.7%				
Accountability Target	All Students	47.9%	41.4%				
Accountability GAP	All Students	-10.54%	5.3%				
Proficiency (100%) GAP	All Students	-62.64%	-53.3%				
Change Over Time GAP	All Students	-1.6%	3.0%				
NUMERACY STUDENT GROUPS DATA MATRICES							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	Female Students	35.6%	48.8%				
2016-17	Female Students	39.0%	47.1%				
2015-16	Female Students	NA	47.0%				
2017-18	Male Students	38.7%	45.0%				
2016-17	Male Students	39.0%	40.9%				
2015-16	Male Students	NA	43.0%				
2017-18	Students with Disabilities	28.4%	26.3%				
2016-17	Students with Disabilities	16.0%	27.8%				
2015-16	Students with Disabilities	NA	21.2%				
2017-18	English Learners	31.2%	25.0%				
2016-17	English Learners	22.0%	47.6%				
2015-16	English Learners	NA	42.9%				
2017-18	Gifted Students	79.0%	90.9%				
2016-17	Gifted Students	83.0%	82.8%				
2015-16	Gifted Students	NA	95.1%				
2017-18	Asian	52.4%	66.7%				
2016-17	Asian	53.0%	66.7%				
2015-16	Asian	NA	NA				
2017-18	Black Students	25.7%	33.3%				
2016-17	Black Students	26.0%	27.0%				
2015-16	Black Students	NA	31.2%				
2017-18	Hispanic Students	39.3%	48.8%				
2016-17	Hispanic Students	43.0%	50.3%				
2015-16	Hispanic Students	NA	47.2%				
2017-18	MultiRacial Students	37.0%	50.0%				
2016-17	MultiRacial Students	47.0%	37.5%				
2015-16	MultiRacial Students	NA	38.5%				
2017-18	White Students	61.2%	73.3%				
2016-17	White Students	62.0%	66.7%				
2015-16	White Students	NA	66.0%				
NUMERACY STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Math Inventory % Prof/Above						
2017-18	50.4%						
2016-17	NA						
2015-16	NA						
FIRST GRADE							
	Math Inventory % Prof/Above						
2017-18	44.4%						
2016-17	26.0%						
2015-16	NA						
SECOND GRADE							
	Math Inventory % Prof/Above						
2017-18	33.3%						
2016-17	34.0%						
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	16.81%	56.00%	25.60%	41.60%		34.40%	18.40%
2016-17	41.00%	55.00%	13.00%	40.00%		29.00%	9.00%
2015-16	NA						
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	51.33%	50.86%	17.24%	31.90%	23.28%	19.83%	8.62%
2016-17	42.00%	43.00%	12.00%	29.00%	24.00%	10.00%	11.00%
2015-16	NA						
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	29.93%	34.78%	16.67%	11.59%	10.87%	10.87%	12.32%
2016-17	43.00%	32.00%	23.00%	24.00%	16.00%	13.00%	18.00%
2015-16	NA						

School Zone Analysis (# of Reds)

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School Zone Analysis (# of Reds)

<b>SCHOOL IMPROVEMENT FOCUS - NUMERACY</b>			
<b>Whitehead Road Elementary School</b>			
<b>Insert link to SMART Goal Tree for Numeracy</b>			
<b>Greatest Area(s) of Need (GAN)</b>		Based on the Spring 2018 EOG Georgia Milestones Data, the domain of Measurement and Data is our GAN. The schoolwide average (3rd-5th) for students performing at the Accelerate Learning mastery level of the Measurement and Data domain was 21.7%. The Geometry domain is also a relative area of weakness that contributes to the lack of proficiency in numeracy.	
<b>Continuing Goal</b>	<b>School Indicators</b>	<b>School Measures</b>	<b>School Targets</b>
<b>By May, 2020, 80% of students in grades 1-5 at Whitehead Road Elementary School will demonstrate grade-level proficiency in the area of numeracy based on the NWEA Measures of Academic Progress (MAP) Growth Assessment.</b>	Geometry	NWEA MAP	Fall 2018: 1st-5th Baseline: 56% Avg.+ Performance
	Measurement & Data	NWEA MAP	Fall 2018: 1st-5th Baseline: 52% Avg.+ Performance
	Numbers & Operations	NWEA MAP	Fall 2018: 1st-5th Baseline: 61% Avg. + Performance
		District-created UPAs & Teacher-created Formative Assessments	Baseline TBD
<b>Fall 2018 Baseline: 34%</b>			

Performance Data (50% +) : 1st - 46%, 2nd - 59.6%, 3rd - 33.3%, 4th - 46.7%, 5th - 49.5%

ACTION PLAN for SMART Numeracy GOAL							
Whitehead Road Elementary School							
<b>School Results Goal #2: Numeracy</b>	By 2020, 80% of students at Whitehead Road Elementary School will demonstrate grade-level proficiency in the area of numeracy based on the NWEA MAP Growth Assessment.			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>	<p>To achieve our School Results Goal in the area of Numeracy, Whitehead Road Elementary School will implement Clear Learning Goals in each math lesson in Kindergarten through Fifth Grade. For our school, Clear Learning Goals encompass Learning Intentions and Success Criteria. This strategy for growth in the area of math learning and teaching will allow our school to move from one with "pockets of excellence" to one of "systemic excellence" in Numeracy.</p> <p>A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Learning intentions should help students focus not just on the task or activity taking place but on what they are learning. Learning intentions are always linked to one or more learning outcomes in the specification. Learning intentions that are intentionally inviting, are aligned to current student learning, are designed to advance students from surface to deeper learning, and set high expectation targets deliver positive results that accelerate learning.</p> <p>If learning intentions serve as one bookend for learning, the other bookend consists of the criteria used to measure success. Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like what success looks like when the learning goal is reached. Consider these important questions-How does the teacher know whether students are successful at learning what they are supposed to learn? How do students know whether they're successful? How can students know whether or not they've met the intended learning intentions, or whether they're making progress toward doing so?</p> <p>Success Criteria are specific, concrete, and measurable ways of answering these questions and they help the teacher and student to make judgements about the quality of student learning. It is important to know and communicate learning intentions and success criteria to students. When success criteria are communicated clearly, and teachers and students are actively looking for evidence of learning, learners understand the importance of the lesson.</p> <p>In this way, the learning intention drives the lesson, and with success criteria, students will develop a better understanding of how close they are to mastering the expectations. Every math lesson, irrespective of whether it focuses on surface learning, deep learning, or transfer learning, needs to have clearly articulated the learning intention and success criteria. For students, this means knowing what they are expected to learn (Learning Intentions) and what the learning goal looks like when they have learned it (Success Criteria).</p> <p>To give our students the tools they need to take more responsibility for their own learning and achieve greater learning independence, we need to communicate to them these questions of each lesson: 1. What am I learning today? 2. Why am I learning this? 3. How will I know that I learned it?</p> <p>The first question requires deep understanding of the learning intention. The second question begs for relevance, and the third question focuses on the success criteria. Research shows that students who regularly receive this information in the classroom are more focused for longer periods of time, more motivated and active in their learning, and better able to take responsibility for their own learning.</p> <p>Stated simply, when one knows what the target is, there is an increased likelihood that the target will be achieved. Knowing one's learning destination is crucial for students. Even better, strategic use of learning intentions and success criteria promote student self-reflection and metacognition- that is thinking about their own thinking. These are two essential yet often overlooked lesson outcomes.</p> <p>What is it that students should be learning and how will they know (not to mention how will the teacher know) if they learned? That's the power of Clear Learning Goals- learning intentions and success criteria.</p> <p>Hattie, J., (2012). <i>Visible Learning for Teachers</i>. London, UK: Routledge. Hattie, J., Fisher, D., Frey, N., (2017). <i>Visible Learning for Mathematics, What Works Best To Optimize Student Learning</i>. Thousand Oaks, CA: Corwin. Fisher, D., Frey, N., Hattie, J., (2016). <i>Visible Learning for Literacy, Implementing the Practices That Work Best to Accelerate Student Learning</i>. Thousand Oaks, CA: Corwin.</p>						
	<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.</p> <p>Enter a brief description of your action steps below:</p> <p><b>Action Step 1</b> : We will utilize Professional Learning Communities to promote and build teacher capacity for designing Clear Learning Goals within the school.</p> <p><b>Action Step 2</b> : Teachers will receive observations, feedback, and ongoing support in effectively aligning Clear Learning Goals with math lessons.</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: Principal/AP/Instructional Coach/Teachers/Seyoung Holte</b>  <b>2: Principal/AP/Instructional Coach/Seyoung Holte</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	
		August 2018	May 2019				
<b>Evidence of Success (Then...)</b>	Expected measurable outcome(s) for Cycle 2: 90% alignment of the Clear Learning Goals with the lesson being taught.			Focus Walks			
	Expected measurable outcome(s) for Cycle 3:			Cycle 3 Enter Assessment/Source			
	Expected measurable outcome(s) for Cycle 4:			Cycle 4 Enter Assessment/Source			
<b>Cycle Outcomes</b>	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							
Whitehead 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	0.016	0.02	5.09	49.2%	84.3%	79.20%
2016-17	All Students	0.019	0.01	6.25	40.60%	79.90%	75.00%
2015-16	All Students	0.023	0.02	5.57	47.90%	78.70%	75.10%
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%
Accountability GAP	All Students	-0.18	-0.11	-1.11	-9.4%	29.9%	25.0%
Proficiency (100%) GAP	All Students	0.00	-0.98	4.09	-59.4%	-20.1%	-25.0%
Change Over Time GAP	All Students	-0.01	0.00	-0.48	-7.3%	1.2%	-0.1%
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES							
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always
2017-18	Female Students	0.01	0.01	5.21	NA	NA	NA
2016-17	Female Students	0.01	0.00	6.16	38.50%	83.20%	79.70%
2015-16	Female Students	0.01	0.01	5.64	53.00%	82.30%	79.30%
2017-18	Male Students	0.03	0.02	5.03	NA	NA	NA
2016-17	Male Students	0.03	0.01	6.34	42.40%	77.00%	70.90%
2015-16	Male Students	0.04	0.03	5.50	43.70%	75.60%	71.60%
2017-18	Students with Disabilities	0.09	0.07	4.89			
2016-17	Students with Disabilities	0.05	0.03	5.79			
2015-16	Students with Disabilities	0.05	0.05	6.19			
2017-18	English Learners	0.01	0.01	4.50			
2016-17	English Learners	0.01	0.01	6.00			
2015-16	English Learners	0.01	0.00	5.00			
2017-18	Gifted Students	0.04	0.00	4.41			
2016-17	Gifted Students	0.05	0.02	4.93			
2015-16	Gifted Students	0.02	0.02	3.93			
2017-18	Asian	0.00	0.00	2.00	NA	NA	NA
2016-17	Asian	0.00	0.00	3.80	37.50%	75.00%	68.80%
2015-16	Asian	0.00	0.00	2.10	28.60%	64.3%	71.40%
2017-18	Black Students	0.03	0.04	4.80	NA	NA	NA
2016-17	Black Students	0.02	0.01	5.80	36.20%	85.30%	68.10%
2015-16	Black Students	0.04	0.04	5.50	43.70%	84.40%	73.30%
2017-18	Hispanic Students	0.01	0.01	5.30	NA	NA	NA
2016-17	Hispanic Students	0.01	0.01	6.60	51.80%	78.60%	86.60%
2015-16	Hispanic Students	0.01	0.00	5.40	60.70%	80.40%	83.90%
2017-18	MultiRacial Students	0.00	0.00	5.70	NA	NA	NA
2016-17	MultiRacial Students	0.00	0.00	6.30	30.00%	80.00%	75.00%
2015-16	MultiRacial Students	0.07	0.07	8.00	51.10%	72.30%	72.30%
2017-18	White Students	0.03	0.01	5.80	NA	NA	NA
2016-17	White Students	0.07	0.03	7.30	29.50%	70.50%	65.90%
2015-16	White Students	0.024	0.01	6.70	34.00%	69.80%	64.20%
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.00	0.00	5.59				
2016-17	0.02	0.00	6.99				
2015-16	0.01	0.00	5.42				
FIRST GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.00	0.00	5.50				
2016-17	0.00	0.00	6.21				
2015-16	0.00	0.00	5.43				
SECOND GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.01	0.00	4.66				
2016-17	0.02	0.00	6.50				
2015-16	0.02	0.00	4.88				
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	0.00	0.00	4.66	NA	NA	NA	
2016-17	0.01	0.00	5.39	52.10%	91.70%	83.30%	
2015-16	0.02	0.00	5.17	49.10%	80.20%	85.00%	
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	
2017-18	0.06	0.05	4.83	NA	NA	NA	
2016-17	0.04	0.01	4.92	36.70%	75.20%	79.80%	
2015-16	0.04	0.04	4.88	37.10%	72.40%	63.80%	
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	0.04	0.06	4.62	NA	NA	NA	
2016-17	0.05	0.04	6.00	34.00%	73.80%	62.10%	
2015-16	0.08	0.09	6.44	58.40%	83.10%	69.70%	

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				
Whitehead Road Elementary School				
Insert link to SMART Goal Tree for SEL				
Greatest Area(s) of Need (GAN)		Based on the 2018 School Climate Rating Data, student attendance (K-1st) and the School Connectedness Domain (Questions 2,8,9,10) of the Georgia Student Health Survey (3rd-5th) are our GANs in the area of Social-Emotional Learning.		
New Goal	School Indicators	School Measures	School Targets	
<b>By 2020, Whitehead Road Elementary will earn a Five-Star Climate rating.</b>	<i>Student-to-Student Relationship: I get along with other students and students treat each other well.</i>	<i>Student Health Survey (Questions 9 &amp; 10)</i>	<i>Increase students answering in the affirmative (Always or Often) to 80%</i>	
		<i>Second-Step or School Generated Formative SEL Assessment</i>	<i>TBD - 80% of students will answer in the affirmative or show one level of growth from pre to post-assessment.</i>	
		<i>Guidance Referrals</i>	<i>Decrease in repeat instances of failure to get along with others or students treating each other well.</i>	
	<i>Classroom Behavior conducive to Learning and I feel like I do well in school</i>	<i>Student Health Survey (Questions 1, 2 &amp; 8)</i>	<i>TBD - 80% of students will answer in the affirmative or show one level of growth from pre to post-assessment.</i>	
		<i>Second-Step or School Generated Formative SEL Assessment</i>	<i>TBD - 75% of students will show growth from pre to post-assessment</i>	
	<i>Attendance/Tardies (K &amp; 1st)</i>	<i>Infinite Campus Attendance Tracking Tool</i>	<i>Reduce Kinder absences to 4.5 per student</i>	
		<i>Principal-call referral log</i>	<i>Reduce 1st Grade absences to 4.5 per student</i>	
			<i>Reduce the number of students with excessive tardies (117) to 105</i>	

<b>ACTION PLAN for SMART Social Emotional Learning GOAL</b>						
<b>Whitehead Road Elementary School</b>						
<b>School Results Goal #1: Social-Emotional Learning</b>	<i>By 2020, Whitehead Road Elementary School will earn a Five-Star Climate Rating.</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>
<b>School-wide Strategy for Achieving this Goal</b>	<p>According to Berkowitz, Moore, and Astor (2016), supportive school and classroom climates can positively influence the academic outcomes of students, thus potentially reducing academic achievement gaps between students and schools of different socioeconomic status (SES) backgrounds. Whitehead Road Elementary earned a 4-Star School Climate Rating in the 2017 CCRPI calculations. We as a school community believe we have 5-Star potential and that this goal is appropriate and attainable. A 5-Star Climate Rating will match the perception of our school culture that is held by students, staff, families, and our community. For the 2018-2019 school year, professional learning related to Social Emotional Learning will be closely aligned to the elements of AVID that are being implemented P-5. This professional learning will be primarily teacher-led and will be provided during pre-planning and staff modeling meetings throughout the school year.</p>					
<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:                      Action Step 1: Administer pre-assessment to students in 3-5 to gauge their perception and level of understanding of the questions in the survey.                      Action Step 2: PBIS Team lead the school in working towards a common language and common understanding of School Connectedness through the completion of a Frayer Model related to the Four Schoolwide Focus Areas Questions of Student Health.</p>				<p><b>Person(s) Responsible</b>                      Enter the name or role of the person (s) who will provide leadership for each step:                      1: <b>Counseling Department</b>                      2. <b>PBIS Team</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>August 2018</b>	<b>May 2019</b>				
<b>Evidence of Success (Then...)</b>	<i>Expected measurable outcome(s) for Cycle 2: 100% of students in grades 3-5 will take a school-based SEL pre-assessment</i>				<i>Social Emotional Learning Skills Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 3: TBD - 80% of students will answer in the affirmative or show one level of growth from pre to post-assessment.</i>				<i>Social Emotional Learning Skills Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>				<i>Cycle 4 Enter Assessment/Source</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>	

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: