

2.2 OVERARCHING NEED #1

Coherent Instructional System			
GOAL	By June 2019, increase the percentage of students meeting or exceeding the CCRPI Lexile indicators on the Georgia Milestone Assessments (3 <sup>rd</sup> – 670L, 4 <sup>th</sup> 840L, 5 <sup>th</sup> 920L, 6 <sup>th</sup> 997L, 7 <sup>th</sup> 1045L, 8 <sup>th</sup> 1097L, 9 <sup>th</sup> Grade Literature – 1155L, American Literature 1285L) by 5 percentage points..		
Structure(s)	CIS-1, CIS-2, CIS-3, CIS-4		
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Refine list of instructional non-negotiables that support literacy development by grade band (primary, elementary, middle, high) and establish impact check plans with feedback cycle to insure implementation with fidelity.	Title I and II	<ul style="list-style-type: none"> <li>August 17, 2018 for completion of Impact Check documents</li> <li>Quarterly review dates to happen by October 10, January 8, March 19, and May 31.</li> </ul>	Amy Denty; Reggie Burgess; Kim Sims; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>Impact check data (gathered from walk-throughs) discussed at quarterly data checks between BOE mentor and partner school.</li> </ul>	
2. Implement a system-wide instructional framework by content area and grade band to ensure rigorous instruction designed to promote student engagement and self-monitoring.	Title I and II	<ul style="list-style-type: none"> <li>Pilot from October – December</li> <li>January 2-3 –Feedback gathered from teachers on tweaks to frameworks</li> <li>January 14 – Instructional Frameworks finalized and in use</li> </ul>	Amy Denty; Reggie Burgess; Kim Sims; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>Walk-through data and lesson plan audits to occur during pilot and after January 14</li> </ul>	
3. Clarify the structure of the phonics program at all K-5 schools and implement the use of an early literacy universal screener.	Title I and II	<ul style="list-style-type: none"> <li>July - Purchase STAR Early Literacy for each elementary school</li> <li>August – Provide STAR Early Literacy training for all K and 1<sup>st</sup> grade teachers</li> <li>August 2018 – Ensure understanding of WC phonics program</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>Impact check and walk-through data</li> <li>WC Phonics Program document</li> </ul>	
4. Expand MTSS framework by providing equitable opportunities for growth and differentiation for high-achieving and gifted students.	(IDEA; Interventionists) and Title IV—Well-Rounded Students (20%)	<ul style="list-style-type: none"> <li>Once per semester – gifted prof. learning</li> <li>September 2018 – begin work with interventionists to include interventions for gifted and high achieving students in toolkit of interventions</li> </ul>	Amy Denty; Reggie Burgess; Pam Shuman; School Administrators; Instructional Coaches; Interventionists

		<ul style="list-style-type: none"> <li>• Sign-in sheets from gifted professional learning</li> <li>• Check toolkit of interventions for gifted information</li> </ul>	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
MTSS framework will provide a continuum of academic supports for all students.		Homeless students and those in foster care are flagged in the student information system; counselors will do “checks” throughout the year to determine if these students need school supplies or other assistance.	
<b>English Learners</b>		<b>Migrant</b>	
Provide professional learning for all staff on “Basic Communication to Support English Language Learners.”  GMAS achievement scores and WIDA access scores will be analyzed by ESOL teachers to inform instruction.		Provide professional learning for all staff on “Basic Communication to Support English Language Learners.”  ELA pre-test, interim, and post-test assessments for each grade level will be administered by the migrant providers three times a year to measure their tutor effectiveness.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
MTSS framework will provide a continuum of academic supports for all students.		Provide specialized instruction in reading for students with disabilities performing 1.5 grade levels or more below grade level.	

## 2.2 OVERARCHING NEED #1

<b>Effective Leadership</b>			
<b>GOAL</b>	By June 2019, increase the percentage of students meeting or exceeding the CCRPI Lexile indicators on the Georgia Milestone Assessments (3 <sup>rd</sup> – 670L, 4 <sup>th</sup> 840L, 5 <sup>th</sup> 920L, 6 <sup>th</sup> 997L, 7 <sup>th</sup> 1045L, 8 <sup>th</sup> 1097L, 9 <sup>th</sup> Grade Literature – 1155L, American Literature 1285L) by 5 percentage points.		
<b>Structure(s)</b>	EL-2, EL-3, EL-5		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Provide professional learning for administrative and teacher leaders (through GLISI) on effective monitoring and feedback of district initiatives.	Title II	<ul style="list-style-type: none"> <li>• GLISI Base Camp – September 16 – 19</li> <li>• GLISI Leadership Summit – November 4 – 7</li> <li>• GLISI Cohort Work – ongoing throughout the school year</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches; Teacher Leaders

		<ul style="list-style-type: none"> <li>Agendas and PLC minutes from GLISI cohort</li> </ul>	
2. Administrators and instructional coaches will provide coaching and support to staff in implementation of non-negotiables of literacy initiatives (across content areas)	Title I and II—Instructional Coaches	<ul style="list-style-type: none"> <li>Ongoing throughout the school year</li> <li>Principals and instructional coaches will report quarterly to BOE mentor on coaching and instructional support activities</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
3. Strengthen professional learning communities by establishing processes/procedures that are coached and monitored.	Title I and II	<ul style="list-style-type: none"> <li>Monthly</li> <li>PLC Agenda/Minutes; Data Reports; Student Work Samples</li> </ul>	Jay Brinson; Amy Denty; Reggie Burgess; Schools Administrators; Instructional Coaches
4. District directors will support school leadership teams in developing and implementing the school improvement plan, analyzing ABC data, and monitoring interventions for fidelity and student impact.	Title I—(CRATE for CFM); Technology funds for USHA Title I and II—Instructional Coaches	<ul style="list-style-type: none"> <li>Ongoing; monthly reporting (at a minimum); technical assistance will be provided as needed</li> <li>Schoolwide Program Checklist; ABC Data Review Sheet; Agendas/Minutes; School Guidance Documents; SIP Feedback Forms</li> </ul>	Bonnie Gordon; Pam Shuman; Sandy Jones; (all District Directors); Instructional Coaches

<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Interventionists will develop a plan to build capacity at school sites for MTSS.	Check-ins with foster/homeless students will be documented by counselors.
<b>English Learners</b>	<b>Migrant</b>
Develop clear guidance, processes, and procedures for recordkeeping on IC and Ellevation platform to ensure that instruction is maximized for EL students.	Ensure that proper documentation is completed so that migrant students are correctly identified and served.  Collaborate with ESOL teachers and administrators at each school to ensure services are scheduled appropriately to maximize instruction for students.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
District directors will partner with administrators and school leadership teams in reviewing data and planning targeted interventions for subgroups, where appropriate.	Progress monitoring guidelines have been established and will be implemented at school level.

## 2.2 OVERARCHING NEED

<b>Professional Capacity</b>	
<b>GOAL</b>	By June 2019, increase the percentage of students meeting or exceeding the CCRPI Lexile indicators on the Georgia Milestone Assessments (3 <sup>rd</sup> – 670L, 4 <sup>th</sup> 840L, 5 <sup>th</sup> 920L, 6 <sup>th</sup> 997L, 7 <sup>th</sup> 1045L, 8 <sup>th</sup> 1097L, 9 <sup>th</sup> Grade Literature – 1155L, American Literature 1285L) by 5 percentage points.
<b>Structure(s)</b>	PC-2, PC-3

<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Professional learning will be provided to a select cohort of teachers and leaders on effective reading strategies.	Title I and Title II	<ul style="list-style-type: none"> <li>• Training in September 2018]</li> <li>• Administrator and BOE mentor observations; data reported quarterly</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
2. Professional learning will be provided for reading teachers on collecting and analyzing STAR data to inform instruction.	Title I and II	<ul style="list-style-type: none"> <li>• Training in September 2018</li> <li>• Grade level PLC minutes; quarterly reports</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
3. Face-to-face professional learning will be provided to all paraprofessionals on effective reading strategies.	Local Funds	<ul style="list-style-type: none"> <li>• October 2018 and February 2019</li> <li>• Walk-through data from district mentors and school administrators</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
4. Coaching and support will be provided to mentors and mentees of the new teacher mentoring program.	Title I and Title II - \$500 per mentor	<ul style="list-style-type: none"> <li>• July 25-26, 2018 - Training</li> <li>• December 13, 2018 - Checklist #1 due May 10, 2018 - Checklist #2 due</li> </ul>	Tina Moseley; Kim Sims; School Administrators; Instructional Coaches
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Continue to utilize professional learning communities to review formative and summative student data to inform instruction.		Counselors work with professional learning communities to discuss wrap around services available for at-risk (foster and homeless) students.	
<b>English Learners</b>		<b>Migrant</b>	
Continue to utilize professional learning communities to review student data of EL learners (as a subgroup) and to collaborate with ESOL teachers to maximize instruction.  Schedule collaboratives for ESOL teachers twice a year to share innovative approaches to teaching EL students.		Continue to utilize professional learning communities to review student data of migrant students (as a subgroup) and to collaborate with migrant providers so that tutoring can be maximized.  Collaborate with ESOL teachers twice a year to share innovative approaches to teaching migrant students.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
A team of diverse district employees will recruit minority teachers at a variety of college job fairs.		Professional learning will be provided on developing specialized instruction based on disability.	

2.2 OVERARCHING NEED #1

Family and Community Engagement			
GOAL	By June 2019, increase the percentage of students meeting or exceeding the CCRPI Lexile indicators on the Georgia Milestone Assessments (3 <sup>rd</sup> – 670L, 4 <sup>th</sup> 840L, 5 <sup>th</sup> 920L, 6 <sup>th</sup> 997L, 7 <sup>th</sup> 1045L, 8 <sup>th</sup> 1097L, 9 <sup>th</sup> Grade Literature – 1155L, American Literature 1285L) by 5 percentage points.		
Structure(s)	FCE-2, FCE-3, FCE-4, FCE-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Invite parents to student recognition programs at least twice a year for students meeting attendance, behavioral, and/or academic goals.	Title I	<ul style="list-style-type: none"> <li>January 18, 2019 and May 23, 2019</li> <li>Attendance reports; discipline reports; data reports on honor roll, GPA, STAR reading and math, and AR</li> </ul>	Lisa Smith; Reggie Burgess; Pam Shuman; School Administrators; Technology Specialists; Parent Involvement Coordinator
2. Fully implement Academic Parent Teacher Teams in elementary schools and establish an implementation plan to expand into middle schools.	Title I	<ul style="list-style-type: none"> <li>Calendar of APPT team meetings per school and training dates for expansion (April 2019)</li> <li>APPT required documentation; APPT surveys</li> </ul>	Lisa Smith; Reggie Burgess; Pam Shuman; School Administrators; Parent Involvement Coordinator; APPT Core Team Members
3. Ensure communication is coordinated district wide and is disseminated to parents in “user friendly” language with easily accessible and updated websites and links.	Technology—Title V B	<ul style="list-style-type: none"> <li>August, December, &amp; March STAR testing windows will be shared on both the website &amp; facebook with a Parent Friendly explanation of what the assessment measures- Student progress towards grade Lexile targets</li> <li>Snapshots of webpages &amp; facebook pages to include “hits” by stakeholders</li> </ul>	Sandy Jones; Reggie Burgess; School Administrators; Technology Specialists
Economically Disadvantaged		Foster and Homeless	
Establish and use “readability” strategies on parent communication.		Establish and use “readability” strategies on parent communication.	
English Learners		Migrant	
Establish written procedure(s) for securing translators for parent meetings and requesting written materials be translated.		Establish written procedure(s) for securing translators for parent meetings and requesting written materials be translated.	
Race/Ethnicity/Minority		Students with Disabilities	
Establish and use “readability” strategies on parent communication.		Establish and use “readability” strategies on parent communication.	

2.2 OVERARCHING NEED #1

Supportive Learning Environment			
<b>GOAL</b>	By June 2019, increase the percentage of students meeting or exceeding the CCRPI Lexile indicators on the Georgia Milestone Assessments (3 <sup>rd</sup> – 670L, 4 <sup>th</sup> 840L, 5 <sup>th</sup> 920L, 6 <sup>th</sup> 997L, 7 <sup>th</sup> 1045L, 8 <sup>th</sup> 1097L, 9 <sup>th</sup> Grade Literature – 1155L, American Literature 1285L) by 5 percentage points per year.		
<b>Structure(s)</b>	SLE-2		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Implement discipline alternatives for ISS and/or OSS utilizing the tenets of character education.	Title IV—Safe and Healthy Students (20%)	<ul style="list-style-type: none"> <li>• Every 20 days</li> <li>• ABC Data Review Sheet</li> </ul>	Pam Shuman; Jana Collins; Lisa Smith; Interventionists; School Administrators
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Work with school/district personnel to identify students and address needs of those with high absenteeism.		Counselors maintain a relationship with DFACS to determine needs of foster/homeless students.	
<b>English Learners</b>		<b>Migrant</b>	
Work with school/district personnel to identify students and address needs of those with high absenteeism.  Provide instructions in native language on documentation associated with field trips, permission forms, etc. Designate person in school district to translate written documentation.		Work with school/district personnel to identify students and address needs of those with high absenteeism.  Provide instructions in native language on documentation associated with field trips, permission forms, etc. Designate person in school district to translate written documentation.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Work with school/district personnel to identify students and address needs of those with high absenteeism.		Establish procedures and “non-negotiables” for suspending students with disabilities.	

2.2 OVERARCHING NEED #2

Coherent Instructional System			
<b>GOAL</b>	By June 2019, increase the percentage of students scoring at proficient or distinguished on the Georgia Milestones mathematics assessments by 3 percentage points.		
<b>Structure(s)</b>	CIS -1, CIS-2, CIS-3, CIS-4		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Refine list of instructional non-negotiables that support numeracy development by grade band (primary, elementary, middle, high) and establish impact check plans with feedback cycle to insure implementation with fidelity.	Title I and II	<ul style="list-style-type: none"> <li>• August 17, 2018 for completion of Impact Check documents</li> <li>• Quarterly review dates to happen by October 10, January 8, March 19, and May 31</li> </ul>	Amy Denty; Reggie Burgess; Kim Sims; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>• Impact check data (gathered from walk-throughs) discussed at quarterly data checks between BOE mentor and partner school.</li> </ul>	
2. Implement a system-wide instructional framework by content area and grade band to ensure rigorous instruction designed to promote student engagement and self-monitoring.	Title I and II	<ul style="list-style-type: none"> <li>• Pilot from October – December</li> <li>• January 2-3 –Feedback gathered from teachers on tweaks to frameworks</li> <li>• January 14 – Instructional Frameworks finalized and in use</li> </ul>	Amy Denty; Reggie Burgess; Kim Sims; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>• Walk-through data and lesson plan audits to occur during pilot and after January 14</li> </ul>	
3. Implement the use of an early numeracy universal screener.	Title I and II	<ul style="list-style-type: none"> <li>• July - Purchase STAR Early Literacy for each elementary school</li> <li>• August – Provide STAR Early Literacy training for all K and 1<sup>st</sup> grade teachers</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>• Impact check and walk-through data</li> </ul>	
4. Expand MTSS framework by providing equitable opportunities for growth and differentiation for high-achieving and gifted students.	(IDEA; Interventionists) and Title IV—Well-Rounded Students (20%)	<ul style="list-style-type: none"> <li>• Once per semester – gifted prof. learning</li> <li>• September 2018 – begin work with interventionists to include interventions for gifted and high achieving students in toolkit of interventions</li> </ul>	Amy Denty; Reggie Burgess; Pam Shuman; School Administrators; Instructional Coaches; Interventionists

		<ul style="list-style-type: none"> <li>• Sign-in sheets from gifted professional learning</li> <li>• Check toolkit of interventions for gifted information</li> </ul>	
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<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
MTSS framework will provide a continuum of academic supports for all students.	Homeless students and those in foster care are flagged in the student information system; counselors will do “checks” throughout the year to determine if these students need school supplies or other assistance.
<b>English Learners</b>	<b>Migrant</b>
Provide professional learning for all staff on “Basic Communication to Support English Language Learners.” GMAS achievement scores and WIDA access scores will be analyzed by ESOL teachers to inform instruction.	Provide professional learning for all staff on “Basic Communication to Support English Language Learners.” ELA pre-test, interim, and post-test assessments for each grade level will be administered by the migrant providers three times a year to measure their tutor effectiveness.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
MTSS framework will provide a continuum of academic supports for all students.	Provide specialized instruction in math for students with disabilities performing 1.5 grade levels or more below grade level.

**2.2 OVERARCHING NEED #2**

<b>Effective Leadership</b>			
<b>GOAL</b>	By June 2019, increase the percentage of students scoring at proficient or distinguished on the Georgia Milestones mathematics assessments by 3 percentage points.		
<b>Structure(s)</b>	EL-2, EL-3, EL-5		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Provide professional learning for administrative and teacher leaders (through GLISI) on effective monitoring and feedback of district initiatives.	Title II	<ul style="list-style-type: none"> <li>• GLISI Base Camp – September 16 – 19</li> <li>• GLISI Leadership Summit – November 4 – 7</li> <li>• GLISI Cohort Work – ongoing throughout the school year</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches; Teacher Leaders



		<ul style="list-style-type: none"> <li>Agendas and PLC minutes from GLISI cohort</li> </ul>	
2. Administrators and instructional coaches will provide coaching and support to staff in implementation of non-negotiables of math initiatives.	Title I and II—Instructional Coaches	<ul style="list-style-type: none"> <li>Ongoing throughout the school year</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>Principals and instructional coaches will report quarterly to BOE mentor on coaching and instructional support activities</li> </ul>	
3. Strengthen professional learning communities by establishing processes/procedures that are coached and monitored.	Title I and Title II	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Jay Brinson; Amy Denty; Reggie Burgess; Schools Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>PLC Agenda/Minutes; Data Reports; Student Work Samples</li> </ul>	
4. District directors will support school leadership teams in developing and implementing the school improvement plan, analyzing ABC data, and monitoring interventions for fidelity and student impact.	Title I—(CRATE for CFM); Technology funds for USHA Title I and II—Instructional Coaches	<ul style="list-style-type: none"> <li>Monthly (at a minimum); technical assistance will be provided as needed</li> </ul>	Bonnie Gordon; Pam Shuman; Sandy Jones; (all District Directors)
		<ul style="list-style-type: none"> <li>Schoolwide Program Checklist; ABC Data Review Sheet; Agendas/Minutes; School Guidance Documents; SIP Feedback Forms</li> </ul>	

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Interventionists will develop a plan to build capacity at school sites for MTSS.	Check-ins for foster/homeless students will be documented by counselors.
<b>English Learners</b>	<b>Migrant</b>
Develop clear guidance, processes, and procedures for recordkeeping on IC and Ellevation platform to ensure that instruction is maximized for EL students.	<p>Ensure that proper documentation is completed so that migrant students are correctly identified and served.</p> <p>Collaborate with ESOL teachers and administrators at each school to ensure services are scheduled appropriately to maximize instruction for students.</p>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
District directors will coach school leadership teams in reviewing data and planning targeted interventions for subgroups, where appropriate.	Progress monitoring guidelines will be provided to all grade levels.

**2.2 OVERARCHING NEED #2**

<b>Professional Capacity</b>	
<b>GOAL</b>	By June 2019, increase the percentage of students scoring at proficient or distinguished on the Georgia Milestones mathematics assessments by 3 percentage points.
<b>Structure(s)</b>	PC-2, PC-3

<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Professional learning will be provided for math teachers on collecting and analyzing STAR data to inform instruction.	Title I and II	<ul style="list-style-type: none"> <li>• Training in September 2018</li> <li>• Grade level PLC minutes; Quarterly reports</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches
2. Coaching and support will be provided to mentors and mentees of the new teacher mentoring program.	Title II - \$500 per mentor	<ul style="list-style-type: none"> <li>• July 25-26, 2018 - Training</li> <li>• December 13, 2018 - Checklist #1 due</li> <li>• May 10, 2018 - Checklist #2 due</li> </ul>	Tina Moseley; Kim Sims; School Administrators; Instructional Coaches
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Continue to utilize professional learning communities to review formative and summative student data to inform instruction.		Counselors work with professional learning communities to discuss wrap around services available for at-risk (foster and homeless) students.	
<b>English Learners</b>		<b>Migrant</b>	
Continue to utilize professional learning communities to review student data of EL learners (as a subgroup) and to collaborate with ESOL teachers to maximize instruction.  Schedule collaboratives for ESOL teachers twice a year to share innovative approaches to teaching EL students.		Continue to utilize professional learning communities to review student data of migrant students (as a subgroup) and to collaborate with migrant providers so that tutoring can be maximized.  Collaborate with ESOL teachers twice a year to share innovative approaches to teaching migrant students.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
A team of diverse district employees will recruit minority teachers at a variety of college job fairs.		Professional learning will be provided on developing specialized instruction based on disability.	

2.2 OVERARCHING NEED #2

Family and Community Engagement			
GOAL	By June 2019, increase the percentage of students scoring at proficient or distinguished on the Georgia Milestones mathematics assessments by 3 percentage points.		
Structure(s)	FCE-2, FCE-3, FCE-4, FCE-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Invite parents to student recognition programs at least twice a year for students meeting attendance, behavioral, and/or academic goals.	Title I	<ul style="list-style-type: none"> <li>January 18, 2019 and May 23, 2019</li> <li>Attendance reports; discipline reports; data reports on honor roll, GPA, STAR reading and math, and AR</li> </ul>	Lisa Smith; Reggie Burgess; Pam Shuman; School Administrators; Technology Specialists; Parent Involvement Coordinator
2. Fully implement Academic Parent Teacher Teams in elementary schools and establish an implementation plan to expand into middle schools.	Title I	<ul style="list-style-type: none"> <li>Calendar of APPT team meetings per school and training dates for expansion (April 2019)</li> <li>APPT required documentation; APPT surveys</li> </ul>	Lisa Smith; Reggie Burgess; Pam Shuman; School Administrators; Parent Involvement Coordinator; APPT Core Team Members
3. Ensure communication is coordinated district wide and is disseminated to parents in “user friendly” language with easily accessible and updated websites and links.	Technology—Title V B	<ul style="list-style-type: none"> <li>August, 2018-May, 2019</li> <li>Snapshots of school &amp; district website &amp; facebook page to include stakeholder hits</li> </ul>	Sandy Jones; Reggie Burgess; School Administrators; Technology Specialists
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Establish and use “readability” strategies on parent communication.		Establish and use “readability” strategies on parent communication.	
English Learners		Migrant	
Establish written procedure(s) for securing translators for parent meetings and requesting written materials be translated.		Establish written procedure(s) for securing translators for parent meetings and requesting written materials be translated.	
Race/Ethnicity/Minority		Students with Disabilities	
Establish and use “readability” strategies on parent communication.		Establish and use “readability” strategies on parent communication.	

2.2 OVERARCHING NEED #2

Supportive Learning Environment			
<b>GOAL</b>	By June 2019, increase the percentage of students scoring at proficient or distinguished on the Georgia Milestones mathematics assessments by 3 percentage points.		
<b>Structure(s)</b>	SLE-1, SLE-2		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Implement discipline alternatives for ISS and/or OSS utilizing the tenets of character education	Title IV—Safe and Healthy Students (20%)	<ul style="list-style-type: none"> <li>• Every 20 days</li> <li>• ABC Data Review Sheet</li> </ul>	Pam Shuman; Jana Collins; Lisa Smith; Interventionists; School Administrators
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Work with school/district personnel to identify students and address needs of those with high absenteeism.		Counselors maintain relationship with DFACS to determine needs of foster/homeless students.	
<b>English Learners</b>		<b>Migrant</b>	
Work with school/district personnel to identify students and address needs of those with high absenteeism.  Provide instructions in native language on documentation associated with field trips, permission forms, etc. Designate person in school district to translate written documentation.		Work with school/district personnel to identify students and address needs of those with high absenteeism.  Provide instructions in native language on documentation associated with field trips, permission forms, etc. Designate person in school district to translate written documentation.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Work with school/district personnel to identify students and address needs of those with high absenteeism.		Establish procedures and “non-negotiables” for suspending students with disabilities.	

2.2 OVERARCHING NEED #3

Coherent Instructional System			
<b>GOAL</b>	By June of 2019, the Wayne County School System will reduce the percentage of students receiving office discipline referrals (ODRs) from 33% of the student population to 25% as measured by the student information system.		
<b>Structure(s)</b>	CIS-3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Establish framework (tiers of intervention) to address the social and emotional needs of students through a continuum of services and learning supports.	Title IV—Safe and Healthy Students (20%)	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Monthly MTSS meeting agendas/minutes at school level</li> </ul>	Pam Shuman; Jana Collins; Lisa Smith; Interventionists; School Administrators
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
MTSS will provide a continuum of positive behavior supports and/or interventions for all students.		MTSS will provide a continuum of positive behavior supports and/or interventions for all students.	
<b>English Learners</b>		<b>Migrant</b>	
MTSS will provide a continuum of positive behavior supports and/or interventions for all students.		MTSS will provide a continuum of positive behavior supports and/or interventions for all students.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
MTSS will provide a continuum of positive behavior supports for all students.		Establish procedures and “non-negotiables” for suspending students with disabilities.	

2.2 OVERARCHING NEED #3

Effective Leadership			
GOAL	By June of 2019, the Wayne County School System will reduce the percentage of students receiving office discipline referrals (ODRs) from 33% of the student population to 25% as measured by the student information system.		
Structure(s)	EL-1, EL-2, EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide professional learning for administrative and teacher leaders (through GLISI) on effective monitoring and feedback of district initiatives.	Title II	<ul style="list-style-type: none"> <li>GLISI Base Camp – September 16 – 19</li> <li>GLISI Leadership Summit – November 4 – 7</li> <li>GLISI Cohort Work – ongoing throughout the school year</li> </ul>	Amy Denty; Reggie Burgess; School Administrators; Instructional Coaches; Teacher Leaders
		<ul style="list-style-type: none"> <li>Agendas and PLC minutes from GLISI cohort</li> </ul>	
2. Strengthen professional learning communities by establishing processes/procedures that are coached and monitored.	Title I and II	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Jay Brinson; Amy Denty; Reggie Burgess; Schools Administrators; Instructional Coaches
		<ul style="list-style-type: none"> <li>PLC Agenda/Minutes; Data Reports; Student Work Samples</li> </ul>	
3. District directors will support school leadership teams in developing and implementing the school improvement plan, analyzing ABC data, and monitoring interventions for fidelity and student impact.	Title I—(CRATE for CFM); Technology funds for USHA Title I and II—Instructional Coaches	<ul style="list-style-type: none"> <li>Ongoing; monthly reporting (at a minimum); technical assistance will be provided as needed</li> </ul>	Bonnie Gordon; Pam Shuman; Sandy Jones; (all District Directors)
		<ul style="list-style-type: none"> <li>Schoolwide Program Checklist; ABC Data Review Sheet; Agendas/Minutes; School Guidance Documents; SIP Feedback Forms</li> </ul>	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Leadership teams will review subgroup behavior/discipline data on a monthly basis.		Leadership teams will review subgroup behavior/discipline data on a monthly basis.	
English Learners		Migrant	
Leadership teams will review subgroup behavior/discipline data on a monthly basis.		Leadership teams will review subgroup behavior/discipline data on a monthly basis.	
Race/Ethnicity/Minority		Students with Disabilities	
Leadership teams will review subgroup behavior/discipline data on a monthly basis.		Leadership teams will review subgroup behavior/discipline data on a monthly basis.	

2.2 OVERARCHING NEED #3

Professional Capacity			
<b>GOAL</b>	By June of 2019, the Wayne County School System will reduce the percentage of students receiving office discipline referrals (ODRs) from 33% of the student population to 25% as measured by the student information system.		
<b>Structure(s)</b>	PC-2, PC-3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide professional development in awareness training (poverty).	Title IV	<ul style="list-style-type: none"> <li>by March 2019</li> <li>Pre and post surveys pertaining to PL</li> </ul>	Lisa Smith; Amy Denty; Reggie Burgess; Pam Shuman
2. Provide professional development on classroom management to designated personnel with coaching and support in effective classroom practices to follow.	Title II/Local PL funds	<ul style="list-style-type: none"> <li>January 2019</li> <li>Office Discipline Referral Counts; Sign-in sheets for PL; coaching notes post PL</li> </ul>	Pam Shuman; Amy Denty; Reggie Burgess;
3. Provide coaching and support to mentors and mentees of the new teacher mentoring program.	Title II - \$500 per mentor	<ul style="list-style-type: none"> <li>July 25-26, 2018 - training</li> <li>December 13, 2018 - Checklist #1 due</li> <li>May 10, 2018 - Checklist #2 due</li> </ul>	Tina Moseley; Kim Sims; School Administrators; Instructional Coaches
4. Develop county-wide discipline processes and procedures followed by professional development for all teachers and administrators.	Local PL Funds	<ul style="list-style-type: none"> <li>August and ongoing</li> <li>ABC Data Review Sheet</li> </ul>	Pam Shuman; Jay Brinson; Jana Collins; Lisa Smith; Amy Denty
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Awareness training will be provided with coaching support to follow.		Awareness training will be provided with coaching support to follow.	
<b>English Learners</b>		<b>Migrant</b>	
ESOL/migrant providers will present at faculty meeting (first month of the school year) to familiarize staff with program specifics and services provided for EL/migrant students.		ESOL/migrant providers will present at faculty meeting (first month of the school year) to familiarize staff with program specifics and services provided for EL/migrant students.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Awareness training will be provided with coaching support to follow.		Professional learning will be provided on developing specialized instruction based on disability.	

2.2 OVERARCHING NEED #3

Family and Community Engagement			
<b>GOAL</b>	By June of 2019, the Wayne County School System will reduce the percentage of students receiving office discipline referrals (ODRs) from 33% of the student population to 25% as measured by the student information system.		
<b>Structure(s)</b>	FCE-1, FCE-2, FCE-3, FCE-4		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Invite parents to student recognition programs at least twice a year for students meeting attendance, behavioral, and/or academic goals.	Title I	<ul style="list-style-type: none"> <li>January 18, 2019 and May 23, 2019</li> <li>Attendance reports; discipline reports; data reports on honor roll, GPA, STAR reading and math, and AR</li> </ul>	Lisa Smith; Reggie Burgess; Pam Shuman; School Administrators; Technology Specialists; Parent Involvement Coordinator
2. Fully implement Academic Parent Teacher Teams in elementary schools and establish an implementation plan to expand into middle schools.	Title I	<ul style="list-style-type: none"> <li>Calendar of APPT team meetings per school and training dates for expansion (April 2019)</li> <li>APPT required documentation; APPT surveys</li> </ul>	Lisa Smith; Reggie Burgess; Pam Shuman; School Administrators; Parent Involvement Coordinator; APPT Core Team Members
3. Ensure communication is coordinated district wide and is disseminated to parents in “user friendly” language with easily accessible and updated websites and links.	Technology—Title V B	<ul style="list-style-type: none"> <li>August-May, 2019</li> <li>School recognition ceremonies will be communicated via school &amp; district webpages &amp; facebook- APPT meeting agendas &amp; webpage &amp; facebook hits</li> </ul>	Sandy Jones; Reggie Burgess; School Administrators; Technology Specialists
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Establish and use “readability” strategies on parent communication.		Establish and use “readability” strategies on parent communication.	
<b>English Learners</b>		<b>Migrant</b>	
Establish written procedure(s) for securing translators for parent meetings and to request written materials be translated.		Establish written procedure(s) for securing translators for parent meetings and to request written materials be translated.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Establish and use “readability” strategies on parent communication.		Establish and use “readability” strategies on parent communication.	



2.2 OVERARCHING NEED #3

Supportive Learning Environment			
<b>GOAL</b>	By June of 2019, the Wayne County School System will reduce the percentage of students receiving office discipline referrals (ODRs) from 33% of the student population to 25% as measured by the student information system.		
<b>Structure(s)</b>	SLE-1, SLE-2		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Implement discipline alternatives for ISS and/or OSS utilizing the tenets of character education.	Title IV—Safe and Healthy Students (20%)	<ul style="list-style-type: none"> <li>• Every 20 days</li> <li>• ABC Data Review Sheet</li> </ul>	Pam Shuman; Jana Collins; Lisa Smith; Interventionists; School Administrators
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Work with school/district personnel to identify students and address needs of those with high referral rates. Ensure other alternatives are considered.		Counselors maintain relationship with DFACS to determine needs of foster/homeless students.	
<b>English Learners</b>		<b>Migrant</b>	
Work with school/district personnel to identify students and address needs of those with high referral rates. Ensure other alternatives are considered.  Provide instructions in native language on documentation associated with field trips, permission forms, etc. Designate person in school district to translate written documentation.		Work with school/district personnel to identify students and address needs of those with high referral rates. Ensure other alternatives are considered.  Provide instructions in native language on documentation associated with field trips, permission forms, etc. Designate person in school district to translate written documentation.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Work with school/district personnel to identify students and address needs of those with high referral rates. Ensure other alternatives are considered.		Special education district and school personnel follow all guidance pertaining to discipline of students with disabilities.	