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| ***Student Performance Goal #1: Students in grade 3-5 will demonstrate a 10 percentage point increase from 27.72% to 37.72% of level 3 (proficient) and above scores in ELA as measured by the Georgia Milestones Assessment System administered in Spring 2021.*** |
| HCS Strategic Priority:  Strengthen our core business of student learning. |
| HCS Core Beliefs and Commitments:  Core Belief-We believe each student can learn at or above grade level and will have an equal opportunity to do so.  Commitment- Each student will learn at or above grade level and have an equal opportunity to do so. |

| Actions, Strategies, and Interventions | Expected Learning Outcomes of Actions, Strategies, and/or Interventions | Professional Learning  Needed | Methods of Monitoring |
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| Teachers will use the Data Talks Protocol, Student Work Protocol, and Assessment Validation Protocol (Center for Collaborative Education) to identify appropriate instructional practices/paths aligning with appropriate HTLS and Henry Learning Progressions using Formative Instruction Practices (FIP). | FIP Cycles will be aligned to units of study by grade level (K-5) and subject area as outlined in Henry County Learning Progressions.    Each FIP Cycle will consist of 3 parts:  Part 1: Prior to start of each subject’s instructional unit, the team will deconstruct HTLS of the Henry County Learning Progressions unit, examine the Learning Progressions timeline, identify formative assessments to be administered, identify common formative assessments (CFA) to be used for pre and post unit instruction, and map out dates of checkpoints for classroom teachers and support staff.  Part 2: Ongoing formative instructional practices throughout unit of study, with walkthroughs conducted by admin, ILT, IPLL, Leadership Team, and district supports utilizing FIP rubric. Teachers will meet weekly as a grade level with administration and teacher leaders to review data, re-align instruction as needed, identify instructional resources, and plan collaboratively.  Part 3: At the conclusion of each unit of study (Learning Progression), a culminating data review will take place, identifying the progress made by each student. HES teachers will debrief on the process, reflect on what did and did not work effectively, and modify the process. Next steps will be planned to provide additional remediation as needed to ensure any gaps in learning are addressed. | How to Deconstruct Standards  Marzano and Hattie Instructional Strategies  Teaching to the level of the standard  Formative Instructional Practices  Balanced Literacy Training  LLI Kits  MTSS Toolkit  FCCR Training | Administrative and Instructional Leadership Team Walkthroughs  CFA Data  MAP Data  Weekly Data Talk Protocol Forms  Grade level collaborative planning meeting minutes |

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| ***Student Performance Goal #2: Students in grade 3-5 will demonstrate a 10 percentage point increase from 30.2% to 40.2% of level 3 (proficient) and above scores in Math as measured by the Georgia Milestones Assessment System administered in Spring 2021.*** |
| HCS Strategic Priority:  Strengthen our core business of student learning. |
| HCS Core Beliefs and Commitments:  Core Belief-We believe each student can learn at or above grade level and will have an equal opportunity to do so.  Commitment- Each student will learn at or above grade level and have an equal opportunity to do so. |

| Actions, Strategies, and Interventions | Expected Learning Outcomes of Actions, Strategies, and/or Interventions | Professional Learning  Needed | Methods of Monitoring |
| --- | --- | --- | --- |
| Teachers will use the Data Talks Protocol, Student Work Protocol, and Assessment Validation Protocol (Center for Collaborative Education) to identify appropriate instructional practices/paths aligning with appropriate HTLS and Henry Learning Progressions using Formative Instruction Practices (FIP). | FIP Cycles will be aligned to units of study by grade level and subject area as outlined in Henry County Learning Progressions.    Each FIP Cycle will consist of 3 parts:  Part 1: Prior to start of each subject’s instructional unit, the team will deconstruct HTLS of the Henry County Learning Progressions unit, examine the Learning Progressions timeline, identify formative assessments to be administered, identify common formative assessments to be used for pre and post unit instruction, and map out dates of checkpoints for classroom teachers and support staff.  Part 2: Ongoing formative instructional practices throughout unit of study, with walkthroughs conducted by admin, ILT, IPLL, Leadership Team and district supports utilizing FIP rubric. Teachers will meet weekly as a grade level with administration and teacher leaders to review data, re-align instruction as needed, identify instructional resources, and plan collaboratively.  Part 3: At the conclusion of each unit of study (Learning Progression), a culminating data review will take place, identifying the progress made by each student. HES teachers will debrief on the process, reflect on what did and did not work effectively, and modify the process. Next steps will be planned to provide additional remediation as needed to ensure any gaps in learning are addressed. | How to Deconstruct Standards  Marzano and Hattie Instructional Strategies  Teaching to the level of the standard  Formative Instructional Practices  Number Talks  Standards of Mathematical Practices (SMP)  MTSS Toolkit | Administrative and Instructional Leadership Team Walkthroughs  CFA Data  MAP Data  Weekly Data Talk Protocol Forms  Grade level collaborative planning meeting minutes |
| STEAM Integration | Teachers will integrate STEAM strategies in daily instruction, driven by Mathematics and Science Henry Learning Progressions. Arts integration will be evident through visible process boards at each grade level, indicating current alignment of each grade level’s quarterly Project Based Learning. | Arts Integration PD through partner ArtsNow  STEAM Integration Training  STEAM Endorsement classes for staff through Middle Georgia/Griffin RESA | STEAM Focus Team walkthrough observations  Grade level collaborative planning meeting minutes  Documentation of progress and completion of STEAM Endorsement classes |

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| ***Student Performance Goal #3: Students in grades K-5 will demonstrate a decrease in disciplinary referrals from 155 in 18-19 to 124 in 20-21 (20%) as indicated by SLDS data.*** |
| HCS Strategic Priority:  Strengthen our core business of student learning. |
| HCS Core Beliefs and Commitments:  Core Belief-We believe all learning environments should be supportive, safe, and secure.  Commitment-All school environments will be supportive, safe, and secure. |

| Actions, Strategies, and Interventions | Expected Learning Outcomes of Actions, Strategies, and/or Interventions | Professional Learning  Needed | Methods of Monitoring |
| --- | --- | --- | --- |
| All staff will implement PBIS as outlined in the school’s PBIS plan. | Staff will consistently reward students using language and behaviors aligned to the school’s PBIS Matrix tracked using the PBIS Rewards app and SWSS data. Rewards will be aligned to student individual interests. | PBIS Matrix  Using the PBIS Rewards App | Monthly Meetings of PBIS team for review of discipline data to identify key students/incident areas/behaviors/times of incidents, analyzed by teacher, class and student.  Plans modified based on monthly data analysis.  Student survey data (beginning, middle and end of year) |
| All staff will implement Social Emotional Learning Strategies using the Responsive Classroom Model and Second Step | Homeroom teachers will follow school-wide focus plan on implementation of Responsive Classroom strategies. Students will set goals daily aligned to the school-wide, classroom, and individual focus areas, and reflect back on their goals during daily afternoon meeting. Students will track their progress using a data collection tool. | Responsive Classroom Training/Redelivery  PD on the new supports provided from the General Education Behavior Support team from the Department of Student Services.  Second Step | Morning Meeting and Closing Circle observational data by PBIS Leadership Team  Grade level collaborative planning meeting minutes  Student reflections on goals set in morning meeting and reflected upon in closing circle  Student survey data (administered at beginning, middle and end of year) |