

OVERARCHING SCHOOL GOAL: Garland R. Quarles Elementary School teachers and staff will work to increase literacy levels for all students including students in subgroups so that 80% of students or more will be proficient on the Standards of Learning Tests for Reading at grades three and four by the end of 2020.

STRAND I: TEACHING FOR LEARNING						
ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS			
1	SMART Goal(s): <ul style="list-style-type: none"> By June 2020, student proficiency will increase by 10% in Reading on the Standards of Learning in grade 3 and grade 4 for students with disabilities and for African American students. By June 2020, there will be a gain of 2 years in reading for students with disabilities and African American students as measured by PALS, in grades K-4 for all identified PALS students. 			2	SMART Goal(s): <ul style="list-style-type: none"> By June 2020, student proficiency in Math will be (80%) for grades 3 and 4. 	
	5 Other (specify):		SMART Goal(s):			
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Balanced Literacy						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency	
English	Implement an aligned written, tested, and taught curriculum, with clear objectives, and monitored through the observation cycle.	Administrators, Instructional Specialist Instructional Coach	August 2017-June 2020	Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on curriculum alignment.	Principal, Team Leaders weekly PLC's	
English	Students who are scoring 10 points higher than identified students on the Phonological Awareness Literacy Screening (PALS) at fall, mid-year, and spring in grades Pre-K through grade four will be taught, targeted, and assessed through acceleration/enrichment blocks four out of five days a week.	Reading Specialists Instructional Coaches Instructional Resource Teachers Classroom teachers	August 2017-June 2020	Spreadsheets to track data growth	Principal, Instructional Coach	

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English	Students will read a variety of fiction and non-fiction texts. Teachers will target growth of individual students' comprehension using a language experience model.	Administrators, Instructional Specialist Instructional Coach Classroom Teachers Reading Specialists	August 2017-June 2020	PALS quick checks, reading benchmarks writing samples	Principal, Instructional Specialist/Reading Specialist/Instructional Coach, weekly data team meetings
English	Emphasis on student and teachers writing daily, for multiple purposes, and across all content areas	Reading Specialists, Teacher Consultants	August 2017 -June 2020	Student writing portfolio collections	Principal checkpoint conversations Quarterly, weekly data team meetings

2. Essential Action/Research-Based Strategy: Guided Math

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Math	Implement guided math instruction in all classes PreK-4	Classroom Teachers Instructional Specialist Instructional Coach	August 2017-June 2020	Benchmarks/Unit Tests	Instructional Coach and Instructional Specialists input in weekly data team meetings

STRAND II: SCHOOL ENVIRONMENT

**Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.*

	Leadership and Governance		Commitment to Professional Learning
6	SMART Goal(s): <ul style="list-style-type: none"> By June of 2020, the referral risk ratio for African American students at GQES will decrease from a 2018 reporting of 1.85 to under 1.60 as reported by the SWIS program. By June of 2020, the referrals for defiance at GQES will have decreased from the the 2018 reporting of 28% to a reporting of less than 20% as reported by the SWIS program. 	7	SMART Goal(s): <ul style="list-style-type: none"> By June 2020, 50% of students will report having multiple strategies to develop grit and know different ways to learn something new. By June 2020, an increase from 11% to 30% for identified SPED students will report having multiple strategies to develop grit and know different ways to learn something new.

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Other (specify): <i>(i.e. chronic absenteeism)</i>		SMART Goal(s):			
<i>ACTION PLAN</i>					
1. Essential Action/Research-Based Strategy:					
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Grit	Implement a growth mindset instead of a fixed mindset pedagogy by 2020 for all students.	Teachers, Guidance Counselor, Administrators, PTO Executive Board, Parents	August 2017-June 2020	Student survey, parent survey on Panoramic Data	Principal, Assistant Principal, monthly
Grit	Implement recess and self-directed play four times a day	Teachers, Administration	August 2017-June 2020	Student survey, teacher survey	Principal, Assistant Principal, monthly

**Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.*