OVERARCHING SCHOOL GOAL: By June 2022, GQES will return to baseline from 2018-2019 (64% proficiency in ELA and 84% proficiency in Math).

STRAND I: TEACHING FOR LEARNING		
	ENGLISH LANGUAGE ARTS (ELA)	**MATHEMATICS**
1	**SMART Goal(s):** In 2021-2022, male reading proficiency will increase to 63% and students with disabilities will increase to 45%.	**2** **SMART Goal(s):** By June 2022, students with disabilities will increase to 60% and Black students will increase to 64% in Math.

5 Other (specify):		**SMART Goal(s):**

ACTION PLAN					
1. Essential Action/Research-Based Strategy:					
Focus Area [Domain(s)/Student Group(s)]	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** (Beginning to End Dates)	**Evidence of Progress/Completion** (Artifacts required)	**Person(s) Responsible for Monitoring and Frequency**

Targeted students in grades 3 and 4 in ELA	Students will make strong connections with teachers and *self-monitor* their progress by setting reachable goals during CFA's and benchmarks.	-Classroom teacher -SPED teacher -Reading Specialist -Classroom assistant	Sept 2021-June 2022	-Quarterly Performance Matters assessments -Weekly CFAs -Weekly student work and observation	Classroom and SPED teacher, Reading Specialist, SPED teacher, Interventionist, school administration
Reading small groups in grades 3 and 4	Students will work through guided reading instruction, writing workshop, and PALS support groups as guided by WPS's enhanced ELA curriculum and monitored through data teams.	-Classroom teachers -SPED teachers -ELL teachers -Reading Specialists	Sept 2021-June 2022	-Quarterly Performance Matters assessments -Weekly CFAs -Weekly student work and observation	Classroom and SPED teacher and ELL teacher per grade level and Interventionist
Reading - Male	PBL voice and choice that requires research through reading and encourages male students to increase frustrational tolerance and expanding vocabulary exposure.	-Classroom teachers -SPED teachers -ELL teachers -Reading Specialists			
Reading - SPED	Maximize SPED high leverage strategies.	-Classroom teachers -SPED teachers -ELL teachers -Reading Specialists			

2. Essential Action/Research-Based Strategy:

Focus Area [Domain(s)/Student Group(s)]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Math- SPED 3rd and 4th graders	Students will participate in inclusive Guided Math learning environments so as to work in small groups with an adult and address targeted skills.	-SPED Teacher -Classroom Teacher -ELL teacher	Sept 2021-June 2022	-Collection and analysis of Dreambox, Performance Matters, and formative data.	Classroom, SPED teacher, school administration, ELL teacher
Math: ALL 3rd and 4th graders	Students will receive aligned, differentiated instruction in tiered supports and progress monitoring from the Special Education teacher, Classroom Teacher, and Interventionist.	-Classroom teacher -ELL teacher -SPED teacher	Sept 2021-June 2022	-Collection and analysis of Dreambox, Performance Matters, and formative data.	Classroom, SPED teacher, school administration
Math-SPED 3rd and 4th graders	Students will be assigned to Dreambox lesson addressing instructional areas of need and improvement and will be guided through Bridges (an intervention to build conceptual foundations).	-Classroom and SPED Teacher	Sept 2021-June 2022	-Collection and analysis of Dreambox, Performance Matters, and formative data.	Classroom, SPED teacher, school administration
Math - Black	Invite community members of color to talk to students about careers that require strong math background. Work with division Equity Coordinator and METRICS Equity Coach to brainstorm actions.				

3. Essential Action/Research-Based Strategy:

Focus Area [Domain(s)/Student Group(s)]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency

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Reading	Students will integrate computer science into the main curriculum as part of the Metrics Grant.	-Metrics Coach -Instructional Coach -Classroom teachers	Sept 2021-June 2022	-videos and formative data -monitoring for Grant requirements	Classroom, SPED teacher, school administration Instructional and Metrics coaches
STEM	Students will participate in stemerisions and lesson planning across the curriculum	-Metrics coach -Classroom teachers	Sept 2021-June 2022	-anecdotal records -lesson plans (paper and virtual)	Classroom, SPED teacher, school administration Instructional and Metrics coaches

STRAND II: SCHOOL ENVIRONMENT

	Leadership and Governance			Commitment to Professional Learning	
6	SMART Goal(s): By June 2022, all School Climate, School Leaders and Staff-Leadesrhip Relationship indicators will be at the 75th percentile nationally.		7	SMART Goal(s): By June 2022, the Professional Learning, Feedback, and Coaching, and Evaluation will be above the 75th percentile nationally.	
	Safe and Orderly Environments			Family and Community Engagement	
8	SMART Goal(s): By June 2022, all social and emotional learning indicators will continue to be above the 75th percentile nationally.		9	SMART Goal(s): By June 2022, the Family Support indicator on the Panorama Survey will be at above the 50th percentile, from the 20th percentile.	

Other (specify):	(i.e. chronic absenteeism)	SMART Goal(s):	

ACTION PLAN

1. Essential Action/Research-Based Strategy:

Focus Area [Domain(s)/Student Group(s)]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Leadership and Governance	Check point conversations quarterly with administration; weekly events (capturing the good work), communication	-School Counselor -School Administration	Sept-2021 to June 2022		-School Administration

Leadership and Governance	Data team meetings/PLC meetings/Staff Development	School Administration	Sept-2021 to June 2022	Recording and scheduling of monthly meetings Panorama or local survey data	School Administration

2. Essential Action/Research-Based Strategy:

Focus Area [Domain(s)/Student Group(s)]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Family and Community Engagement	Provide multiple ways to show parents how to read to their children; videos (weekly message) and/or showing how to use Canvas and other platforms.	All staff	Sept 2021 to June 2022	Newsletters, Memos, Letters	School Administration
Safe and Orderly Environment	Students will participate in the Move This World Social and Emotional curruiculum where they will receive direct instruction in emotional regulation (self control) , an area of need at GQES as well as personal space or (boundaries).	School Counselor School Administrators	Sept 2021 to June 2022	Panorama SEL indicators	School Administration
Safe and Orderly Environment	Continued implementation and monitoring of Tier 1 strategies and initiation of Tier 2 PBIS strategies.	Classroom Teachers	Sept 2021-to June 2022	SWIS, Powerschool data,	School Administration

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

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