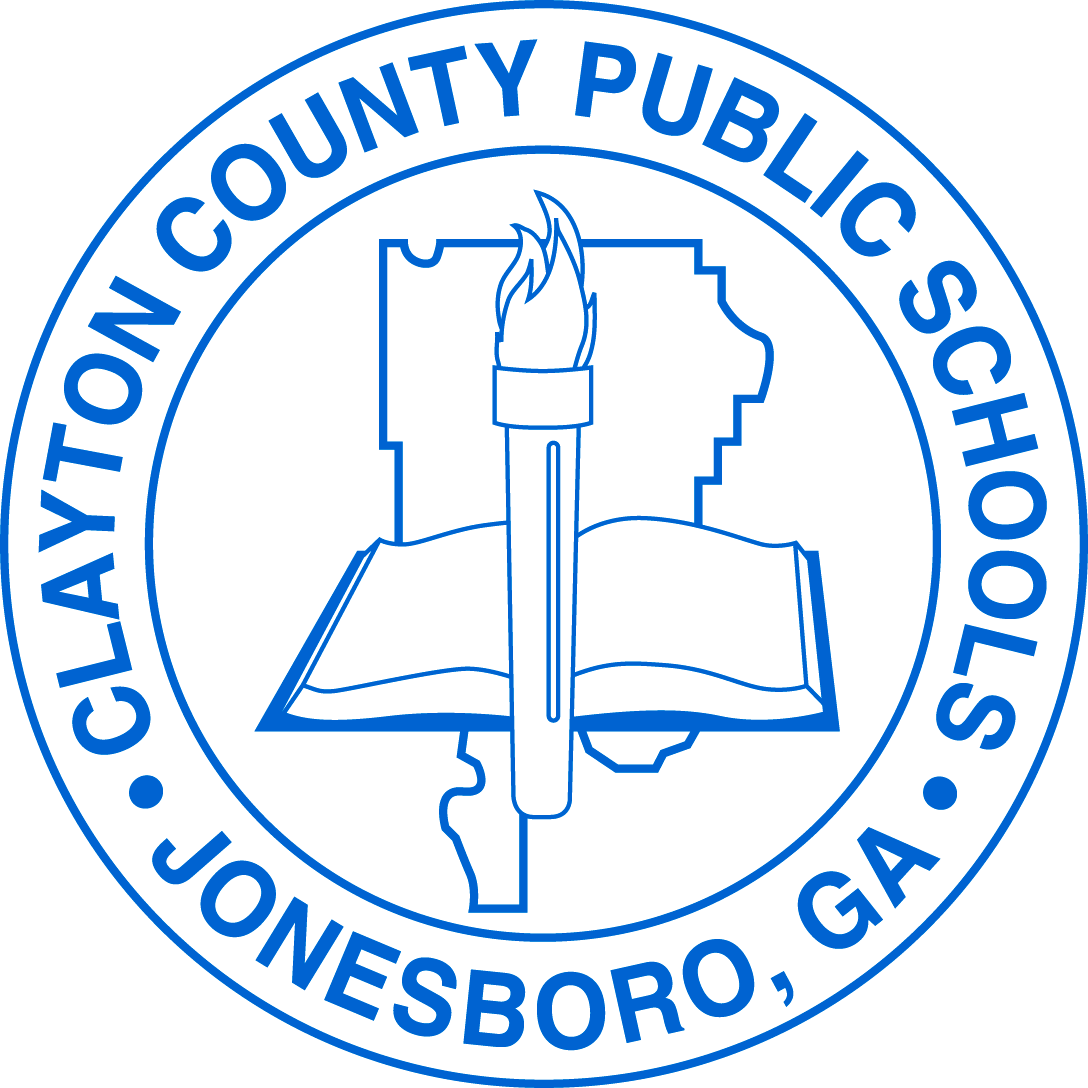
Comprehensive School Improvement Plan



Hawthorne Elementary

2018-2019

**Vision Statement**

The vision of Clayton County Public Schools is to be a district of high performance ALL students

to live and compete successfully in a global society.

**Mission Statement**

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

Principal: Dr. Cynthia A. James

Assistant Principal(s): Yolanda Seay, Michael L. Thompson

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| School Leadership/Improvement Team | |
| Name | Position |
| Dr. Cynthia A. James | Principal |
| Michael L. Thompson | Assistant Principal |
| Yolanda Seay | Assistant Principal |
| Kimberly Logan | Academic Coach |
| Hope James | Lead EIP |
| Katrina Triche | Media Specialist |
| Debra Davis Shittu | KK - Teacher |
| Carrita Hester | First Grade Teacher |
| Jessica Knox | Second Grade Teacher |
| Jerrilyn Harris | Third Grade Teacher |
| Adrian Wilburn Coley | Fourth Grade Teacher |
| Edmond Webb | Fifth Grade Teacher |
| Jhamare Hartsfield | Counselor |
| Angel McSwain | Counselor |

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| CCRPI Score | | | | |
| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2016-2020 Goals |
| **Overall CCRPI Score: 62** | **Overall CCRPI Score: 69.2** | Overall CCRPI Score: 71.8 | Overall CCRPI Score: 75.8 | **2016 Goal: 70.25 2019 Goal: 73.4**  **2017 Goal: 71.3 2020 Goal: 74.45**  **2018 Goal: 72.35**  Overall CCRPI Goals based on the following formula:  **CCPRI Performance Goals**  For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year **2015-2016**, \_\_\_\_School will increase its College and Career Ready Performance Index (CCRPI) score with *Challenge Points* by 3% of the gap between the baseline year CCRPI score and 100.  *Example*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Baseline CCRPI Score** | **Expected Annual Growth** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | 65 | (100 – 65)(.03) | 65 + 1(1.05) | 65 + 2(1.05) | 65 + 3(1.05) | 65 + 4(1.05) | 65 + 5(1.05) | | 1.05 | 66.05 | 67.1 | 68.15 | 69.2 | 70.25 | |
| **Achievement Points Earned: 41.8 /60** | **Achievement Points Earned: 24/50** | Achievement Points Earned: 25.9/50 | Content Mastery Points Earned:  54.4 |
| **Progress Points Earned: 15.4 /25** | **Progress Points Earned: 35.5 /40** | Progress Points Earned: 38.2/40 | Progress Points Earned:  87.8 |
| **Achievement Gap Points Earned:**  **3 /15** | **Achievement Gap Points Earned:**  **6.7 /10** | Achievement Gap Points Earned: 6.7/10 | Closing Gaps Points Earned:  90.9 |
| **Challenge Points Earned: 1.8 /10** | **Challenge Points Earned: 3 /10** | Challenge Points Earned: 1/10 | Readiness Points Earned  76.2 |
|  |  | School Climate  \*\* | School Climate  \*\*\* |  |

Intervention Data

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| DIBELS Percentage | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Year |  | | BOY | | | | | |  | | MOY | | | | |  | |  | EOY | | | | | | |
| 2017-18 | Grade Level | | Intensive | | Strategic | | Benchmark | | Well Above | | Intensive | Strategic | | Benchmark | | Well Above | | Intensive | | Strategic | | Benchmark | | Well Above | |
| Kindergarten | | 37% | | 19% | | 15% | | 29% | | 19% | 19% | | 23% | | 39% | | 15% | | 15% | | 26% | | 44% | |
| First | | 32% | | 16% | | 16% | | 36% | | 32% | 11% | | 15% | | 42% | | 34% | | 11% | | 17% | | 38% | |
| Second | | 32% | | 11% | | 23% | | 34% | | 30% | 10% | | 25% | | 35% | | 31% | | 15% | | 20% | | 34% | |
| Third | | 37% | | 11% | | 25% | | 27% | | 35% | 14% | | 23% | | 28% | | 35% | | 15% | | 24% | | 26% | |
| 2018-19 | Grade Level | | Intensive | | Strategic | | Benchmark | | Well Above | | Intensive | Strategic | | Benchmark | | Well Above | | Intensive | | Strategic | | Benchmark | | Well Above | |
| Kindergarten | | 42% | | 19% | | 14% | | 25% | |  |  | |  | |  | |  | |  | |  | |  | |
| First | | 34% | | 14% | | 16% | | 36% | |  |  | |  | |  | |  | |  | |  | |  | |
|  | | **i-Ready (Mathematics)** | | | | | | | | | | | | | | | | | | | | | | |
|  | | **School Year** | | **BOY** | | | | | | **MOY (Jan.-Feb. Diagnostic window)** | | | | | | | **EOY (April-May window)-\*not the same set of students as in MOY** | | | | | | | |
|  | | **2017-18** | | **(Mathematics Strategic Students only)** | | | | | | **2+ Levels Below** | | | **1 Level Below** | | **On/Above Level** | | **2+ Levels Below** | | | | **1 Level Below** | | **On/Above Level** | |
|  | | Second Grade | | **N/A** | | | | | | **14%** | | | **66%** | | **20%** | | **25%** | | | | **75%** | | **0%** | |
|  | | Third Grade | | **N/A** | | | | | | **25%** | | | **53%** | | **22%** | | **27%** | | | | **41%** | | **32%** | |
|  | | Fourth Grade | | **N/A** | | | | | | **22%** | | | **55%** | | **23%** | | **32%** | | | | **29%** | | **39%** | |
|  | | Fifth Grade | | **N/A** | | | | | | **25%** | | | **34%** | | **41%** | | **20%** | | | | **26%** | | **55%** | |
|  | | **2018-19** | | **BOY (as of 8/20/18)** | | | | | |  | | |  | |  | |  | | | | | | | |
|  | |  | | **2+ Levels Below** | | **1 Level Below** | | **On/Above Level** | | **2+ Levels Below** | | | **1 Level Below** | | **On/Above Level** | | **2+ Levels Below** | | | | **1 Level Below** | | **On/Above Level** | |
|  | | Kindergarten | | **0%** | | **96%** | | **4%** | |  | | |  | |  | |  | | | |  | |  | |
|  | | First Grade | | **18%** | | **79%** | | **3%** | |  | | |  | |  | |  | | | |  | |  | |
|  | | Second Grade | | **37%** | | **58%** | | **5%** | |  | | |  | |  | |  | | | |  | |  | |
|  | | Third Grade | | **44%** | | **50%** | | **6%** | |  | | |  | |  | |  | | | |  | |  | |
|  | | Fourth Grade | | **37%** | | **39%** | | **24%** | |  | | |  | |  | |  | | | |  | |  | |
|  | | Fifth Grade | | **37%** | | **39%** | | **24%** | |  | | |  | |  | |  | | | |  | |  | |



**Strategic Goals**

To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results

To provide and maintain a safe and orderly learning environment

To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement

To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools

To recruit, develop, and retain highly qualified and effective staff

**Action Plan**

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| **Growth Goals** | | | | | | | | |
| **Grade Level/**  **Subject** | **Baseline**  **PL+** | **Annual Growth Needed**  **Each Year** | **Points Needed for SY18-19** | **SY 2018-2019** | **SY 2019-2020** | **SY 2020-2021** | **SY 2021-2022** | **SY 2022-2023** |
| **3rd ELA** | **21** | 10 | *20* | **41** | 51 | 60 | 70 | 80 |
| **4th ELA** | **32** | 8 | *16* | **48** | 56 | 64 | 72 | 80 |
| **5th ELA** | **22** | 10 | *19* | **42** | 51 | 61 | 70 | 80 |
| **3rd Math** | **39** | 7 | *14* | **53** | 60 | 66 | 73 | 80 |
| **4th Math** | **53** | 4 | *9* | **62** | 67 | 71 | 76 | 80 |
| **5th Math** | **25** | 9 | *18* | **43** | 52 | 62 | 71 | 80 |
| **5th Science** | **31** | 8 | *16* | **47** | 56 | 64 | 72 | 80 |
| **5th Social Studies** | **15** | 11 | *22* | **36** | 47 | 58 | 69 | 80 |

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| **Reading & Writing Growth Goals** | | | | | | | | |
| **Grade Level/**  **Subject** | **Baseline** | **Annual Growth Needed Each Year** | **Points Needed for SY18-19** | **SY 2018-2019** | **SY 2019-2020** | **SY 2020-2021** | **SY 2021-2022** | **SY 2022-2023** |
| **3rd-5th Reading** | 61.15 | 6 | 11 | 72 | 78 | 84 | 89 | 95 |
| **Idea Development, Organization, and Coherence Goals** | | | | | | | | |
| **3rd Writing** | 3.29 | 13 | 26 | 29 | 42 | 54 | 67 | 80 |
| **4th Writing** | 14.39 | 11 | 22 | 36 | 47 | 58 | 69 | 80 |
| **5th Writing** | 20.38 | 10 | 20 | 40 | 50 | 60 | 70 | 80 |
| **Language Usage and Conventions Goals** | | | | | | | | |
| **3rd Writing** | 1.97 | 13 | 26 | 28 | 41 | 54 | 67 | 80 |
| **4th Writing** | 12.95 | 11 | 22 | 35 | 46 | 58 | 69 | 80 |
| **5th Writing** | 20.38 | 10 | 20 | 40 | 50 | 60 | 70 | 80 |
| **Narrative Writing Response Goals** | | | | | | | | |
| **3rd Writing** | 7.24 | 12 | 24 | 31 | 44 | 56 | 68 | 80 |
| **4th Writing** | 12.23 | 11 | 23 | 35 | 46 | 57 | 69 | 80 |
| **5th Writing** | 18.47 | 10 | 21 | 39 | 49 | 59 | 70 | 80 |

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| **Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.**  **GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity** | | | | | |
| **Action Steps/ Tasks** | **Timeline** | **Project Leader(s) and School Level Person(s) Monitoring** | **Resources/ Funding** | Check Points/ Related Artifacts and Evidence | **Professional Learning**  **Activity and Date**  **(where applicable)** |

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| Provide Rigor and Relevance training to promote language/vocabulary development for all students and continued implementation of the high performance teaching model during the literacy block to include mini-lessons on crafting arguments, informational/ explanatory, and narrative writing and applying conventions | Aug, 2018 May, 2019 | Academic Coach  HMH/ICLE Consultant Felicia Bell Heard Instructional and Leadership Coach  Professional Services  ELA Coordinator  Reading Content Lead Teacher  Administration, | School Funds    Kid friendly rubrics and other writing resources  Imagine It  Reading Wonders  EIP Ready Reading Intervention Series  School Calendar  CCPS Framework  Rigor/Relevance Tool-kit | Increased ELA proficiency and growth for all students as determined by formative and summative assessments. Assessment Results (Benchmark, Common, Probes, etc.)  Collaborative Planning minutes and meetings  Lesson Plans with Evidence of instructional look-fors gained from PD Session  PL Agenda  Sign-in Sheets  Observations/Weekly Walk-throughs data (Targeted Look-Fors) Specifically--3rd Grade  Student Work Samples/Graded Rubrics--Targeted Students  Concrete class times to write…unless facilitated as a planned lesson.  Accessibility to rubric for all students  Professional Development agendas and minutes  Administration, School Leadership, Academic Coach, (ongoing)  Rigor (Quad) ongoing monitoring data  Admin weekly monitoring data  S.W.A.G. (in-building initiative to increase student writing) | |  | | --- | | ICLE August 3, Rigor/Relevance Professional Learning Dates **Sept 6, Sept 18, Oct 23, Nov 2, Jan 29, Feb 20**  Day 1    Rigor and Relevance Framework reflection  Day 2   CIR Rubrics and Calibration reflection  Day 3   CIR/HIP Rubrics “How to Build Lessons” reflection  Day 4   ICLE Consultant Modeling reflection  Day 5   Teacher Observations  Day 6   Site Based Support Personnel Facilitation of Session | |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. | Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. |
| **English Learners** | **Migrant** |
| Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. | NA – No migrant students currently enrolled. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. | Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging according and addressing the student’s IEP. |

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| **Performance Objective 2: Over the next five years, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.**  **GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity** | | | | | |
| **Action Steps/ Tasks** | **Timeline** | **Project Leader(s) and School Level Person(s) Monitoring** | **Resources/ Funding** | Check Points/ Related Artifacts and Evidence | **Professional Learning**  **Activity and Date**  **(where applicable)** |
| Provide Rigor and Relevance training to promote language/vocabulary development for all students and continued implementation of the high performance teaching model during the literacy block to include mini-lessons on crafting arguments, informational/ explanatory, and narrative writing and applying conventions | Aug, 2018 May, 2019 | Academic Coach  HMH/ICLE Consultant Felicia Bell Heard Instructional and Leadership Coach  Professional Services  ELA Coordinator  Reading Content Lead Teacher  Administration, | School Funds    Kid friendly rubrics and other writing resources  Imagine It  Reading Wonders  EIP Ready Reading Intervention Series  School Calendar  CCPS Framework  Rigor/Relevance Tool-kit | Increased ELA proficiency and growth for all students as determined by formative and summative assessments. Assessment Results (Benchmark, Common, Probes, etc.)  Collaborative Planning minutes and meetings  Lesson Plans with Evidence of instructional look-fors gained from PD Session  PL Agenda  Sign-in Sheets  Observations/Weekly Walk-throughs data (Targeted Look-Fors) Specifically--3rd Grade  Student Work Samples/Graded Rubrics--Targeted Students  Concrete class times to write…unless facilitated as a planned lesson.  Accessibility to rubric for all students  Professional Development agendas and minutes  Administration, School Leadership, Academic Coach, (ongoing)  Rigor (Quad) ongoing monitoring data  Admin weekly monitoring data  S.W.A.G. (in-building initiative to increase student writing) | |  | | --- | | ICLE August 3, Rigor/Relevance Professional Learning Dates **Sept 6, Sept 18, Oct 23, Nov 2, Jan 29, Feb 20**  Day 1    Rigor and Relevance Framework reflection  Day 2   CIR Rubrics and Calibration reflection  Day 3   CIR/HIP Rubrics “How to Build Lessons” reflection  Day 4   ICLE Consultant Modeling reflection  Day 5   Teacher Observations  Day 6   Site Based Support Personnel Facilitation of Session | |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. | Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. |
| **English Learners** | **Migrant** |
| Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. | NA – No migrant students currently enrolled. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.  Teachers will address the Rigor-Relevance framework to the degree to which acquired knowledge is used and gradually transitioning to Quad D high academic rigor, as well as the application of knowledge to solve real-world problems. | Teachers will describe instruction, expected schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging according and addressing the student’s IEP. |

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| **Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.**  **GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity** | | | | | |
| **Action Steps/ Tasks** | **Timeline** | **Project Leader(s) and School Level Person(s) Monitoring** | **Resources/ Funding** | Check Points/ Related Artifacts and Evidence | **Professional Learning**  **Activity and Date**  **(where applicable)** |
| Monitor to improve daily and on-time student attendance. | Aug, 2018 May, 2019 | Celina McMillian/School Social Worker  Angel McSwain/Counselor  Sylvia Pike/Attendance Secretary  Attendance Committee  Grade level attendance chairs | Attendance wizard  Student handbook  Student Information System (SIS)  IC – Attendance Summary | Teachers take attendance during HR, Math and ELA  Attendance Letters-Absence notification  Student handbook signature page  Hawthorne Attendance Policy Parent Flyer-Quarterly distribution  Attendance agenda  Grade Level Attendance Chairs monthly report  Attendance clean-up check  Monthly Attendance meeting  Monthly Attendance Report-District  Attendance contract  Monthly Perfect Attendance Bulletin Board/Certificates/Incentives/Photos  Attendance Incentives – Grade level bikes | Attendance Secretary Training - August 1, 2018 |
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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Project Leader(s) and School Level Person(s) will monitor attendance of all students weekly, biweekly, & monthly and engage students and parents in positive ways by providing mentors for chronically absent students.    After 2 consecutive days, teachers are to contact the parent and document their findings. If a child misses 3 days consecutively and the teacher is unable to reach the parent, they will notify the counselors/administration. ALL ATTEMPTS DOCUMENTED | Project Leader(s) and School Level Person(s) will monitor attendance of all students weekly, biweekly, & monthly and engage students and parents in positive ways by providing mentors for chronically absent students.  After 2 consecutive days, teachers are to contact the parent and document their findings. If a child misses 3 days consecutively and the teacher is unable to reach the parent, they will notify the counselors/administration. ALL ATTEMPTS DOCUMENTED |
| **English Learners** | **Migrant** |
| Project Leader(s) and School Level Person(s) will monitor attendance of all students weekly, biweekly, & monthly and engage students and parents in positive ways by providing mentors for chronically absent students. Provide interpreter when and if needed.  After 2 consecutive days, teachers are to contact the parent and document their findings. If a child misses 3 days consecutively and the teacher is unable to reach the parent, they will notify the counselors/administration. ALL ATTEMPTS DOCUMENTED | Project Leader(s) and School Level Person(s) will monitor attendance of all students weekly, biweekly, & monthly and engage students and parents in positive ways by providing mentors for chronically absent students.  Refer to counselor to notate attendance window for migrant student |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Project Leader(s) and School Level Person(s) will monitor attendance of all students weekly, biweekly, & monthly and engage students and parents in positive ways by providing mentors for chronically absent students.  After 2 consecutive days, teachers are to contact the parent and document their findings. If a child misses 3 days consecutively and the teacher is unable to reach the parent, they will notify the counselors/administration. ALL ATTEMPTS DOCUMENTED | Project Leader(s) and School Level Person(s) will monitor attendance of all students weekly, biweekly, & monthly and engage students and parents in positive ways by providing mentors for chronically absent students. Address concerns in IEP if and when appropriate.  After 2 consecutive days, teachers are to contact the parent and document their findings. If a child misses 3 days consecutively and the teacher is unable to reach the parent, they will notify the counselors/administration. ALL ATTEMPTS DOCUMENTED |

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| **Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.**  **GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity** | | | | | |
| **Action Steps/ Tasks** | **Timeline** | **Project Leader(s) and School Level Person(s) Monitoring** | **Resources/ Funding** | Check Points/ Related Artifacts and Evidence | **Professional Learning**  **Activity and Date**  **(where applicable)** |
| Implementation of PBIS | Ongoing | Kelisha Alexander (Lead) and PBIS committee  Teachers  Michael Thompson (Admin), monitor | Title I | Formal Introduction for Staff (9/18) – Faculty Mtg.  Formal Introduction for Students (10/18)  Implement school PBIS store (10/18) | Metro RESA – 9/2018 (PBIS training)  CCPS Behavioral Specialist speak with faculty – 10/2018 |
| Reinforce School Behavioral Plan (S.O.A.R.) | Ongoing | Administration and ALL teachers-and- faculty |  | Formal Re-Introduction for Staff (10/18) – Faculty Mtg.  S.O.A.R. student assemblies (8/18) | Faculty Re-Train for S.O.A.R. (10/2018) |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| This subgroup will be introduced to the School-Wide Behavioral Expectations for S.O.A.R. (Safe, Organized, Accountable, Respectful) during the month of August for grades 3rd-5th and individual class lessons during September 2018. In addition to reinforcing S.O.A.R., we will also spiral our PBIS initiatives by training staff and preparing students.  For those students that require a more ‘tailored’ approach for PBIS, specific supports are in place to addressed a more focused need (i.e. homelessness, loss-of-loved one, abuse, academic neglect, extreme behavioral concerns, etc.). The Circle-of-Support team and Response-to-Intervention teams offer such. | This subgroup will be introduced to the School-Wide Behavioral Expectations for S.O.A.R. (Safe, Organized, Accountable, Respectful) during the month of August for grades 3rd-5th and individual class lessons during September 2018. In addition to reinforcing S.O.A.R., we will also spiral our PBIS initiatives by training staff and preparing students.  For those students that require a more ‘tailored’ approach for PBIS, specific supports are in place to addressed a more focused need (i.e. homelessness, loss-of-loved one, abuse, academic neglect, extreme behavioral concerns, etc.). The Circle-of-Support team and Response-to-Intervention teams offer such. |
| **English Learners** | **Migrant** |
| This subgroup will be introduced to the School-Wide Behavioral Expectations for S.O.A.R. (Safe, Organized, Accountable, Respectful) during the month of August for grades 3rd-5th and individual class lessons during September 2018. In addition to reinforcing S.O.A.R., we will also spiral our PBIS initiatives by training staff and preparing students.  For those students that require a more ‘tailored’ approach for PBIS, specific supports are in place to addressed a more focused need (i.e. homelessness, loss-of-loved one, abuse, academic neglect, extreme behavioral concerns, etc.). The Circle-of-Support team and Response-to-Intervention teams offer such. | This subgroup will be introduced to the School-Wide Behavioral Expectations for S.O.A.R. (Safe, Organized, Accountable, Respectful) during the month of August for grades 3rd-5th and individual class lessons during September 2018. In addition to reinforcing S.O.A.R., we will also spiral our PBIS initiatives by training staff and preparing students.  For those students that require a more ‘tailored’ approach for PBIS, specific supports are in place to addressed a more focused need (i.e. homelessness, loss-of-loved one, abuse, academic neglect, extreme behavioral concerns, etc.). The Circle-of-Support team and Response-to-Intervention teams offer such. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| This subgroup will be introduced to the School-Wide Behavioral Expectations for S.O.A.R. (Safe, Organized, Accountable, Respectful) during the month of August for grades 3rd-5th and individual class lessons during September 2018. In addition to reinforcing S.O.A.R., we will also spiral our PBIS initiatives by training staff and preparing students.  For those students that require a more ‘tailored’ approach for PBIS, specific supports are in place to addressed a more focused need (i.e. homelessness, loss-of-loved one, abuse, academic neglect, extreme behavioral concerns, etc.). The Circle-of-Support team and Response-to-Intervention teams offer such. | This subgroup will be introduced to the School-Wide Behavioral Expectations for S.O.A.R. (Safe, Organized, Accountable, Respectful) during the month of August for grades 3rd-5th and individual class lessons during September 2018. In addition to reinforcing S.O.A.R., we will also spiral our PBIS initiatives by training staff and preparing students.  For those students that require a more ‘tailored’ approach for PBIS, specific supports are in place to addressed a more focused need (i.e. homelessness, loss-of-loved one, abuse, academic neglect, extreme behavioral concerns, etc.). The Circle-of-Support team and Response-to-Intervention teams offer such. |