School: Terrace Manor Elementary

Principal: Major Lee

Date: February

School Improvement Goal: Guarantee High Academic Achievement for All

Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year 3
College and Career Readiness Performance Index Score	*52.6*	*60*	*70*	*80*
Grade 3 Reading (% of students on grade level)	*67.92*	*83*	*92*	*97*
Grade 4 Mathematics (% of students on grade level)	*75*	*80*	*85*	*90*
Attendance (# of students missing > 10 days)		*60*	*30*	*15*

Performance Measure is aligned to the RCSS Performance Objective of:

Implement rigorous and relevant curriculum and instructional strategies to provide a foundation to maximize student achievement and prepare students to be college and career ready.

School: Terrace Manor Elementary

Principal: Major Lee

Date: August, 2015-May, 2016

School Improvement Goal: Guarantee High Academic Achievement for All

Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year 3
College and Career Readiness Performance Index Score	*52.6*	*60*	*70*	*80*
Grade 3 Reading (% of students on grade level)	*67.92*	*83*	*92*	*97*
Grade 4 Mathematics (% of students on grade level)	*75*	*80*	*85*	*90*
Attendance (# of students missing ≥ 10 days)		*60*	*30*	*15*
Performance Measure is aligned to the RCSS Performance Objective of: **Implement rigorous and relevant curriculum and instructional strategies to provide a foundation to maximize student achievement and prepare students to be college and career ready.**				

Performance Measure	Initiative based on root cause analysis	Actions	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions
Increase the CCRPI performance index score from 60% to 70%	Increase the percentage of students performing on grade level in Reading from 79% to 80%	Collaboration and PL that target differentiated Reading instruction and effective resources to meet the needs of students with all students	Reading TIR, teachers, Instructional Coach Administrative Intern, and Principal		August, 2015 to May, 2016
	Increase the percentage of students performing on grade level in math from 67% to 80%	Integrate the use of online resources, tutorials to supplement whole class instruction using: Study Island, IXL, LearnZillion, and Sheppard Software.	Math TIR, Teachers, Instructional Coach, Administrative Intern, and Principal	Students' data reports Study Island Training rosters and sign ins	
	Increase the percentage of students performing on grade level in Science from 66% to 80%	Fully utilizing Science lab Collaboration and PL that target differentiated science instruction and effective resources to meet the needs of students with all students	Science TIR, Teachers, Instructional Coach, Administrative Intern, and Principal	GA Milestones Science data Lab rotation schedule PL agenda and sign in sheets	
	Increase the percentage students performing on grade level in Social Studies from 66% to 80%	Collaboration and PL that target differentiated S.S. instruction and effective resources to meet the needs of students with all students	Social Studies TIR, Principal, Teachers, Administrative Intern and Instructional Coach	GA Milestones Social Studies data Lab rotation schedule PL agenda and sign in sheets	

Performance Measure	Initiative based on root cause analysis	Actions	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions
	Improve Reading comprehension and writing across curriculum	Implement a school-wide effort to utilize strategies for answering constructed response items across grade levels and disciplines	Principal, Administrative Intern and Instructional Coach, and Teachers	Number of teachers who fully implement constructed response strategies through observations and students' work samples	
	Increase the number of media circulation per grade levels by 50% (baseline:KK-72, 1st. 358, 2nd -2,244, 3rd - 1,496, 4th -962 and 5th- 313)	School-wide institution of the Accelerated Reader program.	Media Specialist, Principal, Administrative Intern and Instructional Coach, and Teachers	Circulation data by grade levels from the media center AR usage and assessment reports	
	Concerted effort to raise the scores of EIP students in all grade levels	Common Intervention block	Principal, Administrative Intern and Instructional Coach, and Teachers	Progress monitoring reports Intervention schedules Differentiated lesson plans	

School: Terrace Manor Elementary

0Principal: Major Lee

Date: August, 2015-May, 2016

School Improvement Goal: Guarantee High Academic Achievement for All

Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year 3
College and Career Readiness Performance Index Score	*52.6*	*60*	*70*	*80*
Grade 3 Reading (% of students on grade level)	*67.92*	*83*	*92*	*97*
Grade 4 Mathematics (% of students on grade level)	*75*	*80*	*85*	*90*
Attendance (# of students missing > 10 days)		*60*	*30*	*15*

Performance Measure is aligned to the RCSS Performance Objective of:

Implement rigorous and relevant curriculum and instructional strategies to provide a foundation to maximize student achievement and prepare students to be college and career ready.

Performance Measure	Initiative based on root cause analysis	Actions	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions
Increase the percentage of 3rd grade students reading on grade level from 83% to 92%.	Identify targeted students	Instructional coach and principal analyze DIBELS (K-3) and Ga Milestones (3-5) data to identify targeted students	Principal, Administrative Intern, and Instructional Coach	Universal screening data GA Milestone results List of targeted students	August, 2015 to May, 2016
	Root Cause Analysis of targeted students' Data	Principal and instructional coach meet with third grade ELA teacher to conduct a root cause analysis by analyzing students' historical DIBEL and testing data to determine correlations and identify deficit skills.	Third Grade ELA Teachers, Instructional Coaches, Administrative Intern, and Principal	Root Cause Analysis results Correlation between different data points	
	Comprehension Blitz	As a result of the data analysis, deficit standards will be identified as targets for explicit re-teaching and assessing.	Third Grade ELA Teachers, Instructional Coach, Administrative Intern, and Principal	Root Cause Analysis results Assessment results	
Performance Measure	Initiative based on root cause analysis	Actions	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions

	Fluency Booster Activities	Providing opportunity for students' to read, read, read and Track their progress	Third Grade ELA Teachers, Instructional Coaches, Principal, Administrative Intern, staff and faculty members (media specialist, lunchroom manager, etc.)	Weekly progress monitoring results Classroom Reading Growth Tracker	
	Destination Reading/GOFAR	All students assigned Destination Reading activities and GOFAR reading passages relating to the deficit standards in the computer lab once a week.	Third Grade ELA Teachers, Instructional Coach, Sped Teachers, Administrative Intern, and Principal	Destination Reading and GOFAR assessment results	
	Constructed Response Items	Teach students the Restate, Answer, Cite evidence, Explain (**RACE**) strategy for answering constructed response items.	Third Grade ELA Teachers, Instructional Coach, Sped Teachers, Administrative Intern, and Principal	Focus walk results RACE writing samples	

Performance Measure	Initiative based on root cause analysis	Actions	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions

Performance Measure	Initiative based on root cause analysis	Actions	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions
	Extended Reading/Comprehension Instruction	Targeted "bubble" students will meet with a paraprofessional every Tuesday and Thursday during the PE/music block to work on deficit skills/standards.	Third Grade ELA Teachers, Instructional Coach, Paraprofessional, Administrative Intern, and Principal	Assessment and progress monitoring data List of student	