**Action Plan**

**Created by: \_Josh Freedman\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_Poole Elementary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student-Learning Goal:** *(State your SMART goal based on the analysis from your Data Overview)*  As measured by the Spring 2021 Georgia Milestones Assessment (GMA), economically disadvantaged (ED) students will increase the percent of students proficient or distinguished in ELA from 29% to 34%. | | | | | | |
| **Research-based**  **Strategies** | **Actions** | **Person Responsible/By When** | **Resources/ Budget** | **Expected Outcomes** | **Monitoring**  **Tools/ Assessments:** Short-Term  Medium-Term  Long-Term | **Person(s) Responsible for Monitoring/ By When (Timeline)** |
| **Strategy 1:** | All staff members will participate in a book study, Strategies that Work, related to closing the achievement gap in reading. | Evaluation and Assessment Coordinator, Katie Meeks/ Training will be conducted throughout the school year | Strategies that Work text for each teacher $49/teacher Use Professional Learning Budget funds | Teachers will learn about and implement strategies from Strategies that work with all students, but specifically with economically disadvantaged students, to increase student achievement in reading. | Short-Term: DIBELS  Medium-Term: Quarterly Reading Inventory Lexile Gains  Long-Term: Georgia Milestones Assessment - ELA | Administrative Team  Short-Term Assessments will be reviewed monthly during Reading Data Days  Medium-Reading Inventory Data will be reviewed during PLS meetings with Title 1 ILT and EAC  Long-Term Assessments will be monitored by the Principal and the entire leadership team |
| **Strategy 2:** | The teachers will bring examples of student work to collaborative planning meetings related to the strategies that have been learned about in the book study. Teachers will share successes and challenges with the various strategies implemented with economically disadvantaged students. | Katie Meeks – EAC  Wendy Howd – Title 1 ILT Teachers will bring work samples to monthly PLC planning meetings. | Chart paper and chart markers for teachers to display and share the strategies that they have used. $100  Glue to post student work samples on their poster. $15 | Teachers will collaboratively share reading strategies that are improving student achievement in reading fluency and comprehension. | Short-Term: DIBELS  Medium-Term: Quarterly Reading Inventory Lexile Gains  Long-Term: Georgia Milestones Assessment - ELA | Administrative Team  Short-Term Assessments will be reviewed monthly during Reading Data Days  Medium-Reading Inventory Data will be reviewed during PLS meetings with Title 1 ILT and EAC  Long-Term Assessments will be monitored by the Principal and the entire leadership team |
| **Parent & Community Involvement:**  *(Describe how you will communicate the action plan to parents and the larger community. Include how you might involve them in its implementation.)* | We will share the action plan with all parents at the first PTA/Open House event that attracts most of our families. At this meeting, we will provide the parents with a brief overview of student achievement. We will communicate at that time that we will be offering parent training opportunities for parents to learn about the same strategies that the teachers will be learning about and implementing in the classroom. The dates of the future parent meetings will be shared at this event. There will be 3 dates throughout the school year in which a teacher comes to the monthly Title 1 Parent Involvement Meeting to share a strategy that he/she has learned about and used in the classroom. Then the teacher will share ideas about how the parents can use the same strategy at home to improve reading performance. We will have a teacher representative from K/1 for the first meeting, a teacher representative from 2/3 for the 2nd meeting and a teacher representative from 4/5 at the final meeting. This will make the information meaningful and relevant to the age of the parent’s students. | | | | | |

Note: Information on this chart is not shared with any other party or individual other than EDL 7315 instructor.