## 2. DISTRICT IMPROVEMENT GOALS

### 2.2 Overarching Need # 1

**Overarching Need**

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>Differentiation of instruction is not being effectively provided to meet the needs of the whole learner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Need # 1 also an Equity Gap?</td>
<td>Yes</td>
</tr>
<tr>
<td>Root Cause # 1</td>
<td>Students are not being exposed to the full rigor of the standards.</td>
</tr>
<tr>
<td></td>
<td>Lack of effectively analyzing and monitoring data to drive classroom instruction</td>
</tr>
<tr>
<td></td>
<td>Lack of understanding of requirements of differentiated instruction by some teachers.</td>
</tr>
<tr>
<td></td>
<td>Lack of full understanding of instructional staff in how to effectively use all available data</td>
</tr>
<tr>
<td></td>
<td>to drive differentiated instruction for all students and subgroups</td>
</tr>
<tr>
<td></td>
<td>Need for additional training to demonstrate the deconstruction and analysis of the content standards</td>
</tr>
<tr>
<td></td>
<td>to meet the learners’ needs</td>
</tr>
<tr>
<td></td>
<td>Lack of full understanding of how to effectively meet the needs of the whole child.</td>
</tr>
<tr>
<td></td>
<td>Lack of sustained monitoring and fidelity to the effective implementation and continual use of</td>
</tr>
<tr>
<td></td>
<td>differentiated instruction.</td>
</tr>
<tr>
<td></td>
<td>Lack of consistent effective use of technology in instruction.</td>
</tr>
<tr>
<td></td>
<td>Need for more available technology to allow all students to access devices and programs</td>
</tr>
<tr>
<td>Goal</td>
<td>Increase the district growth percent on Georgia Milestones by 1% each year</td>
</tr>
</tbody>
</table>
## Goal Implementation

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

## Action Step # 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide STEM opportunities for all grade levels</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
|               | Title I, Part C  
|               | Title III, Part A  
|               | Title IV, Part A  
|               | Title V, Part B  
|               | IDEA  
|               | Perkins |
| Subgroups | Economically Disadvantaged  
|           | Foster  
|           | Homeless  
|           | English Learners  
|           | Migrant  
|           | Race / Ethnicity / Minority  
|           | Student with Disabilities |
| Systems | Coherent Instruction  
|        | Effective Leadership  
|        | Professional Capacity  
|        | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Master Schedule, Extra-curricular opportunities |
| Position/Role Responsible | Principals |
| Timeline for Implementation | Weekly |

## Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide additional training to address the needs for teacher and leader effectiveness</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
|                | Title I, Part C  
|                | Title II, Part A  
|                | Title III, Part A  
|                | Title IV, Part A  
|                | Title V, Part B  
|                | IDEA  
|                | Perkins |
| Subgroups | Economically Disadvantaged  
|          | Foster |
### Action Step # 2

| Subgroups       | Homeless  
|                 | English Learners  
|                 | Migrant  
|                 | Race / Ethnicity / Minority  
|                 | Student with Disabilities  
| Systems         | Coherent Instruction  
|                 | Effective Leadership  
|                 | Professional Capacity  
|                 | Supportive Learning Environment  
| Method for Monitoring Implementation and Effectiveness | Walkthroughs, Teacher Observations, TKES Process, LKES Process  
| Position/Role Responsible | Principals, Assistant Principals, Instructional Support Specialists, Program Directors  
| Timeline for Implementation | Quarterly  

### Action Step # 3

| Action Step | Provide instructional coaching and modeling to address the needs for teacher and leader effectiveness  
| Funding Sources | Title I, Part A  
|                 | Title I, Part C  
|                 | Title II, Part A  
|                 | Title III, Part A  
|                 | IDEA  
|                 | Perkins  
| Subgroups       | Economically Disadvantaged  
|                 | Foster  
|                 | Homeless  
|                 | English Learners  
|                 | Migrant  
|                 | Race / Ethnicity / Minority  
|                 | Student with Disabilities  
| Systems         | Coherent Instruction  
|                 | Effective Leadership  
|                 | Professional Capacity  
|                 | Supportive Learning Environment  
| Method for Monitoring Implementation and Effectiveness | Walkthroughs, Teacher Observations, TKES Process  
| Position/Role Responsible | Principals, Assistant Principals, Instructional Support Specialists, Program Directors  
| Timeline for Implementation | Monthly  

2.2 Overarching Need # 1
## Action Step # 4

<table>
<thead>
<tr>
<th><strong>Action Step</strong></th>
<th>Provide differentiated instruction opportunities and effective technology strategies using reading and math programs based on student pre-assessment data</th>
</tr>
</thead>
</table>
| **Funding Sources** | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
Title V, Part B  
IDEA  
Perkins |
| **Subgroups** | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems** | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Walkthroughs, Teacher Observations, TKES Process |
| **Position/Role Responsible** | Principals, Assistant Principals, Instructional Support Specialists, Educational Technology Specialist, Program Directors |
| **Timeline for Implementation** | Weekly |

## Action Step # 5

<table>
<thead>
<tr>
<th><strong>Action Step</strong></th>
<th>Provide metacognitive and student engagement strategies in instruction</th>
</tr>
</thead>
</table>
| **Funding Sources** | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
Title V, Part B  
IDEA  
Perkins |
| **Subgroups** | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems** | Coherent Instruction  
Effective Leadership |
### Action Step # 5

<table>
<thead>
<tr>
<th>Systems</th>
<th>Professional Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supportive Learning Environment</td>
</tr>
<tr>
<td>Method for Monitoring</td>
<td>Walkthroughs, Teacher Observations, TKES Process</td>
</tr>
<tr>
<td>Implementation and Effectiveness</td>
<td></td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Principals, Assistant Principals, Instructional Support Specialists, Program Directors</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Action Step # 6

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Continue to provide additional opportunities for staff collaboration in curriculum design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td></td>
</tr>
<tr>
<td>Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part C</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td></td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td></td>
</tr>
<tr>
<td>Title V, Part B</td>
<td></td>
</tr>
<tr>
<td>IDEA</td>
<td></td>
</tr>
<tr>
<td>Perkins</td>
<td></td>
</tr>
<tr>
<td>Subgroups</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
</tr>
<tr>
<td>Foster</td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
</tr>
<tr>
<td>Race / Ethnicity / Minority</td>
<td></td>
</tr>
<tr>
<td>Student with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td>Coherent Instruction</td>
<td></td>
</tr>
<tr>
<td>Effective Leadership</td>
<td></td>
</tr>
<tr>
<td>Professional Capacity</td>
<td></td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td></td>
</tr>
<tr>
<td>PLC Agendas, Minutes, Sign In Sheets, Action Steps, TKES Process</td>
<td></td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Program Directors, Principals, Instructional Support Specialists, Teacher Leaders</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Action Step # 7

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide additional opportunities for staff collaboration in data analysis and assessment design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td></td>
</tr>
<tr>
<td>Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part C</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td></td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td></td>
</tr>
<tr>
<td>Title V, Part B</td>
<td></td>
</tr>
<tr>
<td>IDEA</td>
<td></td>
</tr>
<tr>
<td>Perkins</td>
<td></td>
</tr>
</tbody>
</table>
### Action Step # 7

| Subgroups                           | Economically Disadvantaged  
|                                    | Foster  
|                                    | Homeless  
|                                    | English Learners  
|                                    | Migrant  
|                                    | Race / Ethnicity / Minority  
|                                    | Student with Disabilities  
| Systems                            | Coherent Instruction  
|                                    | Effective Leadership  
|                                    | Professional Capacity  
| Method for Monitoring              | PLC Agendas, Minutes, Sign In Sheets, Action Steps, TKES Process  
| Implementation and Effectiveness   |                                    
| Position/Role Responsible          | Program Directors, Principals, Instructional Support Specialists, Teacher Leaders  
| Timeline for Implementation        | Quarterly  

### Action Step # 8

| Action Step | Provide opportunities for staff collaboration in instruction  
| Funding Sources | Title I, Part A  
|                | Title I, Part C  
|                | Title II, Part A  
|                | Title III, Part A  
|                | IDEA  
|                | Perkins  
| Subgroups | Economically Disadvantaged  
|           | Foster  
|           | Homeless  
|           | English Learners  
|           | Migrant  
|           | Race / Ethnicity / Minority  
|           | Student with Disabilities  
| Systems | Coherent Instruction  
|         | Effective Leadership  
|         | Professional Capacity  
|         | Supportive Learning Environment  
| Method for Monitoring              | PLC Agendas, Minutes, Sign In Sheets, Action Steps, TKES Process  
| Implementation and Effectiveness   |                                    
| Position/Role Responsible          | Principals, Instructional Support Specialists, Teacher Leaders, Program Directors  
| Timeline for Implementation        | Monthly  

2.2 OverarchingNeed # 1
## District Improvement Goals

### Action Step # 9

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide information to parents at assemblies regarding curriculum, instruction, and assessment</th>
</tr>
</thead>
</table>
| **Funding Sources**                   | Title I, Part A  
Title I, Part C  
Title III, Part A  
IDEA  
Perkins |
| **Subgroups**                         | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems**                           | Coherent Instruction  
Effective Leadership  
Family and Community Engagement  
Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Agendas, Minutes, Sign In Sheets |
| **Position/Role Responsible**         | Principals, Parent Involvement Coordinators, Instructional Support Specialists |
| **Timeline for Implementation**       | Quarterly |

### Action Step # 10

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide opportunities for parents to participate in instruction</th>
</tr>
</thead>
</table>
| **Funding Sources**                   | Title I, Part A  
Title I, Part C  
Title III, Part A  
IDEA  
Perkins |
| **Subgroups**                         | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems**                           | Coherent Instruction  
Effective Leadership  
Family and Community Engagement  
Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Agendas, Minutes, and Sign In Sheets |
| **Position/Role Responsible**         | Principals, Parent Involvement Coordinators, Instructional Support Specialists |
| **Timeline for Implementation**       | Yearly |
### Action Step # 11

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide a positive school climate by continuously reviewing safety measures and protocols to ensure the safety of students and staff members and ensure the health and well-being of students and staff members.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title I, Part C  
Title III, Part A  
Title IV, Part A  
IDEA  
Perkins |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agenda, Minutes, Sign In Sheets, Usage Reports |
| Position/Role Responsible | Principals, Assistant Principals, School Office Personnel |
| Timeline for Implementation | Weekly |

### Action Step # 12

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Address social emotional learning, health, and well-being of the students and staff to promote a positive school climate.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title I, Part C  
Title III, Part A  
Title IV, Part A  
IDEA  
Perkins |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Family and Community Engagement |
## Action Step # 12

<table>
<thead>
<tr>
<th>Systems</th>
<th>Supportive Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Agenda, Minutes, Sign In Sheets, Usage Reports</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Principals, Assistant Principals, School Office Personnel</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>
## 2. DISTRICT IMPROVEMENT GOALS

### 2.3 Overarching Need # 2

**Overarching Need**

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>Low percentage of students at or above proficiency on the EOG in the areas of ELA &amp; Math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Need # 1 also an Equity Gap?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
| Root Cause # 1 | Students are not being exposed to the full rigor of the standards.  
Lack of effectively analyzing and monitoring data to drive classroom instruction  
Lack of understanding of requirements of differentiated instruction by some teachers.  
Lack of full understanding of instructional staff in how to effectively use all available data to drive differentiated instruction for all students and subgroups  
Need for additional training to demonstrate the deconstruction and analysis of the content standards to meet the learners’ needs  
Lack of full understanding of how to effectively meet the needs of the whole child.  
Lack of sustained monitoring and fidelity to the effective implementation and continual use of differentiated instruction.  
Lack of consistent effective use of technology in instruction.  
Need for more available technology to allow all students to access devices and programs |
| Goal | Increase by 1% each year the number of students performing at or above proficiency in English Language Arts and Math |

### Equity Gap

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student achievement identify subgroups, grade level span and content area(s)</th>
</tr>
</thead>
</table>
| Content Area(s) | ELA  
Mathematics |
| Grade Level Span(s) | K  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
NA |
| Subgroup(s) | Economically Disadvantaged  
Race / Ethnicity / Minority |
| Equity interventions | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions |
## Goal Implementation

**What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?**

## Action Step # 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Teachers will collaboratively revise and/or develop units for grade levels and content areas that correlate with the intended rigor of the course standards</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
Title V, Part B  
IDEA  
Perkins |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Professional Learning Communities Agendas, Minutes, and Sign In Sheets |
| Position/Role Responsible | Program Directors, Principals, Instructional Support Specialists, Teacher Leaders |
| Timeline for Implementation | Quarterly |

## Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Teachers will collaboratively revise and/or develop assessments for grade levels and content areas that correlate with the intended rigor of the course standards</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
Title V, Part B  
IDEA |
### Action Step # 2

<table>
<thead>
<tr>
<th><strong>Funding Sources</strong></th>
<th>Perkins</th>
</tr>
</thead>
</table>
| **Subgroups**       | Economically Disadvantaged  
                      Foster  
                      Homeless  
                      English Learners  
                      Migrant  
                      Race / Ethnicity / Minority  
                      Student with Disabilities |
| **Systems**         | Coherent Instruction  
                      Effective Leadership  
                      Professional Capacity  
                      Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Professional Learning Communities Agendas, Minutes, and Sign In Sheets |
| **Position/Role Responsible** | Program Directors, Principals, Instructional Support Specialists, Teacher Leaders |
| **Timeline for Implementation** | Quarterly |

### Action Step # 3

<table>
<thead>
<tr>
<th><strong>Action Step</strong></th>
<th>Grade levels/Content areas will collaboratively plan based on units with vertical alignment between grade levels</th>
</tr>
</thead>
</table>
| **Funding Sources** | Title I, Part A  
                      Title I, Part C  
                      Title II, Part A  
                      Title III, Part A  
                      IDEA  
                      Perkins  |
| **Subgroups** | Economically Disadvantaged  
                      Foster  
                      Homeless  
                      English Learners  
                      Migrant  
                      Race / Ethnicity / Minority  
                      Student with Disabilities |
| **Systems** | Coherent Instruction  
                      Effective Leadership  
                      Professional Capacity  
                      Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Professional Learning Communities Agendas, Minutes, and Sign In Sheets |
| **Position/Role Responsible** | Program Directors, Principals, Instructional Support Specialists, Teacher Leaders |
| **Timeline for Implementation** | Monthly |
### Action Step # 4

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Differentiated instruction opportunities and effective use of technology will be provided using supplemental reading and math programs based on student pre-assessment data</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
Title V, Part B  
IDEA  
Perkins |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Walkthroughs, Teacher Observations, TKES evaluation process |
| Position/Role Responsible | Principals, Assistant Principals, Instructional Support Specialists, Educational Technology Specialist, Program Directors |
| Timeline for Implementation | Weekly |

### Action Step # 5

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Teachers will provide instruction using metacognitive and student engagement strategies.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
Title V, Part B  
IDEA  
Perkins |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership |
### Action Step # 5

| Systems                           | Professional Capacity  
|                                  | Supportive Learning Environment |
| Method for Monitoring             | Walkthroughs, Teacher Observations, TKES evaluation process |
| Implementation and Effectiveness  |                                |
| Position/Role Responsible         | Principals, Assistant Principals, Instructional Support Specialists, Program Directors |
| Timeline for Implementation       | Weekly |

### Action Step # 6

| Action Step | Data will be used to drive improvement efforts in ELA, Reading, Writing, and Mathematics |
| Funding Sources | Title I, Part A  
|                 | Title I, Part C  
|                 | Title II, Part A  
|                 | Title III, Part A  
|                 | Title IV, Part A  
|                 | Title V, Part B  
|                 | IDEA  
|                 | Perkins |
| Subgroups | Economically Disadvantaged  
|           | Foster  
|           | Homeless  
|           | English Learners  
|           | Migrant  
|           | Race / Ethnicity / Minority  
|           | Student with Disabilities |
| Systems | Coherent Instruction  
|         | Effective Leadership  
|         | Professional Capacity  
|         | Supportive Learning Environment |
| Method for Monitoring | Walkthroughs, Teacher Observations, TKES evaluation process |
| Implementation and Effectiveness  |                                |
| Position/Role Responsible         | Principals, Assistant Principals, Instructional Support Specialists, Program Directors |
| Timeline for Implementation       | Weekly |

### Action Step # 7

| Action Step | Additional professional learning will be provided in deconstructing the standards, planning and revising units, and matching the rigor of the standards to the assessment. |
| Funding Sources | Title I, Part A  
|                 | Title I, Part C  
|                 | Title II, Part A  
|                 | Title III, Part A  
|                 | Title IV, Part A  
|                 | Title V, Part A  
|                 | Title V, Part B  
|                 | IDEA  
|                 | Perkins |
### Action Step # 7

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Economically Disadvantaged, Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority, Student with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Coherent Instruction, Effective Leadership, Professional Capacity, Supportive Learning Environment</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Professional Learning Community Agendas, Minutes, and Sign In Sheets, Walkthroughs, Teacher Observations, TKES evaluation process</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Principals, Assistant Principals, Instructional Support Specialists, Program Directors</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Action Step # 8

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Additional professional learning will be provided on the writing process appropriate for each grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A, Title I, Part C, Title II, Part A, Title III, Part A, IDEA, Perkins</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged, Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority, Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Coherent Instruction, Effective Leadership, Professional Capacity, Supportive Learning Environment</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Professional Learning Community Agendas, Minutes, and Sign In Sheets, Walkthroughs, Teacher Observations, TKES evaluation process</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Principals, Assistant Principals, Instructional Support Specialists, Program Directors</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
### Action Step # 9

<table>
<thead>
<tr>
<th><strong>Action Step</strong></th>
<th>Additional professional learning will be provided on the effective integration of technology in instruction</th>
</tr>
</thead>
</table>
| **Funding Sources** | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
IDEA  
Perkins |
| **Subgroups** | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems** | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Professional Learning Community Agendas, Minutes, and Sign In Sheets, Walkthroughs, Teacher Observations, TKES evaluation process |
| **Position/Role Responsible** | Principals, Assistant Principals, Instructional Support Specialists, Educational Technology Specialist, Program Directors |
| **Timeline for Implementation** | Quarterly |

### Action Step # 10

<table>
<thead>
<tr>
<th><strong>Action Step</strong></th>
<th>Additional parent engagement activities will be provided that concentrate on ELA and mathematics standards</th>
</tr>
</thead>
</table>
| **Funding Sources** | Title I, Part A  
Title I, Part C  
Title III, Part A  
IDEA  
Perkins |
| **Subgroups** | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems** | Coherent Instruction  
Effective Leadership  
Family and Community Engagement  
Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness** | Agendas, Minutes, Sign In Sheets |
### Action Step # 10

<table>
<thead>
<tr>
<th>Position/Role Responsible</th>
<th>Principals, Parent Involvement Coordinator, Instructional Support Specialists, Educational Technology Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 11

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Additional opportunities will be provided for students to have extra-curricular and supplemental activities that are stem related.</th>
</tr>
</thead>
</table>
| **Funding Sources**                                                                                                                              | Title I, Part A  
Title I, Part C  
Title II, Part A  
Title III, Part A  
Title IV, Part A  
IDEA  
Perkins |
| **Subgroups**                                                                                                                                     | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| **Systems**                                                                                                                                       | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| **Method for Monitoring Implementation and Effectiveness**                                                                                         | Agendas, Minutes, Sign In Sheets, Walkthroughs, Teacher Observations  
| **Position/Role Responsible**                                                                                                                    | Principals, Instructional Support Specialists, Program Directors |
| **Timeline for Implementation**                                                                                                                   | Monthly |