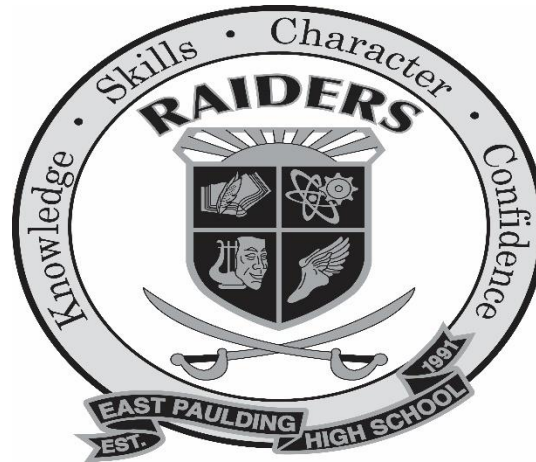# East Paulding High School

School Improvement Plan
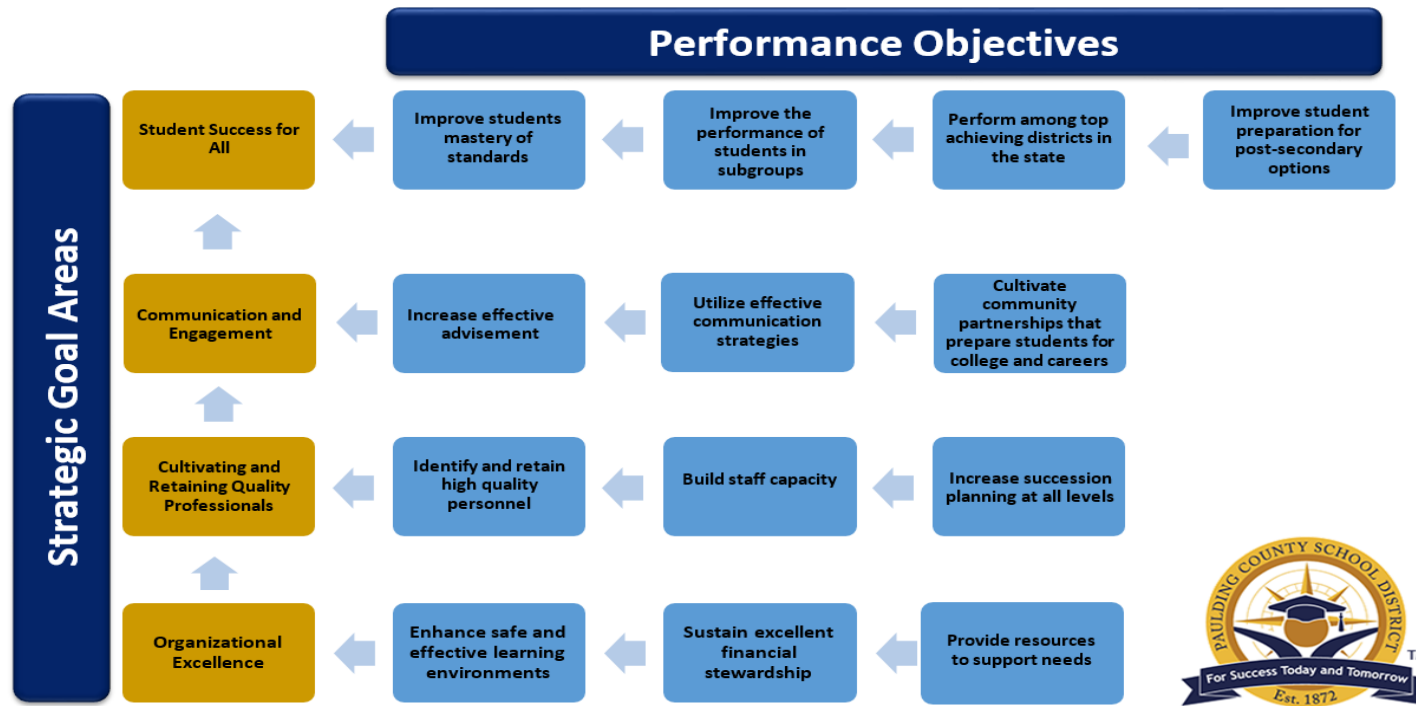# 2020 -2021

Brad Thomason, Principal

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

PCSD DISTRICT GOALS

Performance Objectives

Strategic Goal Areas

Strategic Goal Area	Performance Objectives		
Student Success for All	Improve students mastery of standards	Improve the performance of students in subgroups	Perform among top achieving districts in the state	Improve student preparation for post-secondary options
Communication and Engagement	Increase effective advisement	Utilize effective communication strategies	Cultivate community partnerships that prepare students for college and careers
Cultivating and Retaining Quality Professionals	Identify and retain high quality personnel	Build staff capacity	Increase succession planning at all levels
Organizational Excellence	Enhance safe and effective learning environments	Sustain excellent financial stewardship	Provide resources to support needs

SCHOOL MISSION & VISION

Vision
All students will graduate from EPHS as confident, goal-driven learners who are independent, productive members of society.

Mission
EPHS strives to empower each student to reach his or her full potential by developing knowledge, skills, character, and confidence.

Beliefs
Students are our first priority.
Everyone has the right to receive an education in a safe, structured, and supportive environment that is conducive to learning.
The entire community should be actively involved in a student's education.
Building strong, positive relationships motivates and encourages student achievement and success.
A rigorous and diverse education provides a strong foundation for post-secondary and career success.
Students learn best when they are actively and positively engaged.
Literacy skills are essential in life.
Classroom instruction should be data-driven and include differentiation and reflection for continuous improvement.

East Paulding High School Improvement Action Plan

SMART Goal 1: The East Paulding High School CCRPI score will increase by 4 points from 71.2 in 2019 to 75.2 in 2020 ("old" score; still waiting on the 2018-2019 CCRPI score).

Strategy/Initiative 1: Refine Professional Learning Communities with clearly defined PLC SMART goals, Data Teams within EOC PLCs, common vision and mission, and focus on systematic use of student data (added the Data Teams piece specifically for EOC PLCs).

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
District Goal 1,2,3,4 **GSPS Prof Learning 1,4,7**	**Professional Learning:** Professional learning will be refined, continued and revisited on the following: • How to focus on the four critical questions of PLC in order to refine the PLC process? (DuFour et al., 2016). • How to apply data team protocols in the eight EOC PLCs? (DuFour et al., 2016). • More teachers will be trained on the data teams protocol. • How to use student achievement data in the classroom? (Davies, 2007; Marzano, 2007; Stiggins, 2007). • How to increase effectiveness of diagnostic, formative, and summative assessments? (Davies, 2007; Marzano, 2007; Stiggins, 2007). • How to effectively use progress monitoring for at-risk and/or ESEP students?	PL Budget, Title II days EOC data Universal Screener, - Lexile levels Achieve 3000 Universal Screener Assessment use template/ resources; Release time for peer observations from PL funds;	EAC, admin., Teacher(s), Data Advisers, PLC facilitators, teacher leaders, department Chairs.	Aug 2018 – May 2019	Student Achievement data (formative and summative, RI/MI, SAT/ACT, AP, Honors classes enrollment). Data analysis templates, walk-throughs, observations lesson plans, data team protocols.	**School Leaders Demonstrate:** Review of schedules, lesson plans, and assessments, classroom observations, provision of release time to teachers, and understanding the importance of the implementation of PLCs. **Teachers Demonstrate:** An increase of effective assessment use in the classroom, insight on aligning the rigor of curriculum, instruction, and assessment, and student work analysis protocols, understanding of the participation and leading

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
	• How to align rigor of curriculum, instruction, and assessment? • The "Why"? of PLCs (DuFour et al., 2016).	State DOE collaboration templates, Paulding School System PLC resources and protocols, workshops, PL Budget, Title II			PLC notes, sign in sheets, PLC planning templates, Collaboration logs, teacher surveys, PLC observation form PLC sign in sheets, lesson plan, Examplars, rubrics, student work	PLCs with the purpose of increased student achievement through in-depth collaboration and student data/work samples analysis and data team implementation. **Students Demonstrate:** Students will also be engaged in flexible groups based upon their interests and readiness levels, clear understanding of learning goals and how to move toward their learning goals, as well as engagement based on relevant and meaningful learning and goal-focused instruction.
District Goal 1,2,3,4 **GSPS Prof Learning 1,4,6,7**	**Planning:** Professional learning will be provided to teachers in a variety of ways with a heavier focus on the job-embedded format (GA DOE, 2017; Guskey, 2000; Nelson et al., 2015; Picower, 2015): • Faculty/department meetings • Title II days • Coaching teachers – pre-conference, observe, debrief, observe, etc. • PLCs (participation of both teachers and leaders, conferences, coaching) (DuFour, 2016).' • Intentional scheduling to meet the enrollment targets described in the	Title II days Faculty meetings PLC sessions Pre-and post-observation conferences with teachers	EAC, admin for each content areas, teacher leaders, department Chairs, PLC facilitators, Data advisers.	Aug 2018-May 2019	PL Sign in, agendas, planning templates, walk throughs, observations, lesson plans with feedback, collaboration logs, formative data analysis	**School Leaders Demonstrate:** A focus of implementing professional learning on PLC's and making a priority to attend PLC sessions. **Teachers Demonstrate:** Understanding the purpose and benefit of PLCs and the results of data findings needed to impact instruction and student learning. **Students Demonstrate:** Understanding their learning goals, strategies to

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
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	SMART goals above (according to the CCPRI). • A counselor will be assigned to monitor the data on SAT/ACT/PSAT/Accuplacer/ASVAB completions, dual enrollment, and attendance as described in the goals above. • A Teacher-on-Assignment will plan to monitor the progress of the 9TH and 12th-grade students toward graduation. • Teachers will continue to attend data teams trainings.		TOA, teachers		Examplars, use of Achieve 3000	accomplish their goals, and progress toward reaching their learning goals.
District Goal 1, 2, 3,4 **GSPS Prof Learning 1,4,6,7**	**Implementation (Action) Steps: (Teachers coached by administrators and teacher leaders) will:** • School Improvement leadership PLCs will be formed in various areas of the school functions to implement the shared leadership system. • Each PLC will create a SMART goal that would align with the SIP SMART goal above. • Each PLC will define a common mission and vision that would correlate with the School's mission and vision stated above. • All teachers will design their professional learning goals that would help them to accomplish the PLC's SMART goal. • Focus on the four critical questions of PLCs (who will meet, at least, twice a month) in order to refine the PLC process (DuFour et al., 2016). • Apply data team protocols in the eight EOC PLCs (DuFour et al., 2016).	Release time for peer observations from PL funds PLC sessions, Pre-and post-observation conferences with teachers. PLC schedule, teacher planning time, Universal diagnostic, formative, and	EAC, admin for each content area, department chairs, teacher leaders, PLC facilitators, Data advisers department Chairs, and content area teachers.	August 2018-May 2019	PLC planning templates, sign-in sheets, PLC observations forms, walk-throughs, observations lesson plans, diagnostic, formative, and summative assessments and data analysis	**School Leaders Demonstrate:** Provide feedback to teachers through lesson plans and walk throughs. School leaders will also demonstrate teacher support in their implementation of PLCs and effective use of a variety of assessments, data team protocols, progress monitoring, and high-impact strategies in the classroom. **Teachers Demonstrate:** Understanding and effective use of the PLC sessions, collaborative planning with peers to successfully align rigor of curriculum, instruction, and assessment.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	• PLCs will continue to unpack the standards and design meaningful learning targets for students. • Collaboratively analyze student work (Kramer & Schuhl, 2017). • Use student achievement data in the classroom (Davies, 2007; Marzano, 2007; Stiggins, 2007). • Increase effectiveness of diagnostic, formative, and summative assessments. • Use progress monitoring for ESEP and/or at-risk students (Marzano, 2007). • Align rigor of curriculum, instruction, and assessment. • Revisit the electronic PLC session minutes templates to streamline expectations (EAC). • Algebra and Foundations PLC will continue with the previewing strategy and its implementation in order to prepare the Foundations students for Algebra 1 (Marzano, 2003). • Administrators and teachers will be transparent with community regarding the strategies being used to accomplish the SMART goals and tools in place for students to be successful. • EPHS will use common parent communication and grading protocols to enhance communication with community and increase grading transparency and alignment within subjects. • PLCs will review the list of at-risk students and their data, identify needs, and design interventions (SNAP).	summative assessments				**Students Demonstrate:** The engagement in learning targeted to their individual needs and mastery of content standards.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
	• Scheduling will be meaningful of enrollment CCRPI targets. • Scheduling will be meaningful of the pathway completion CCRPI targets. • CTAE will complete a curriculum crosswalk for EOPAs; the EOPA test blueprint will be matched with the CTAE course sequences to ensure the content is taught, remediated, and reviewed in a timely and cohesive manner. • Progress toward CCRPI will be monitored by the TOA using the spreadsheet provided by the district.					
District Goal 1, 2, 3,4 **GSPS Prof Learning 4,6,7**	**Monitoring:** Administration will: • Implement the shared leadership system within the school to ensure that the teachers/PLCs' voices and suggestions are heard, considered, and used implementing change within the organization. • Check lesson plans and offer feedback. • Common lesson plan template will be designed to ensure cohesiveness of instructional planning. • Lesson plan rubric will be used to offer feedback to teachers. • Conduct walk – throughs • Provide feedback to teachers. • Attend PLC sessions and provide feedback. • Use teacher surveys to monitor the effectiveness of the PLCs.	Examplars of student work, rubrics Peer observation forms Universal Screener, teacher made assessments, Calendar,	EAC, admin for each content area, department chairs and teachers, PLC facilitators	Aug 2018- May 2019	Observations, lesson plans with admin feedback, collaboration logs and, formative data analysis, data from walk – throughs Progress Monitoring Data, GA Milestones data, student formative and summative data.	**School Leaders Demonstrate:** Understanding of the importance of constructive teacher feedback regarding the PLC implementation and effective use of assessments. **Teachers Demonstrate:** Teachers will demonstrate their understanding of the potential effectives of PLCs and steps toward achieving such an effectiveness. **Students Demonstrate:** Responsibility for their learning, clear understanding of their learning goals, and reflecting on their progress toward learning goals.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
	• Progress toward CCRPI will be monitored using the spreadsheet provided by the district. • Use teacher surveys to monitor the effectiveness of the PLCs. • A counselor will be assigned to monitor the SAT/ACT/completions/PSAT and attendance.					

East Paulding High School Improvement Action Plan

SMART Goal 2: *In 2019-2020, the percentage of proficient and above proficient level students as measured by the Universal Screener Reading Inventory will increase from 59% to 70% (proposed change from "each student's Lexile score as measured by Universal Screener Reading Inventory will increase by 1 point).*

SMART Goal 2.1: *Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each course will increase by 5%.*

Strategy/Initiative 2: *School-wide focus on literacy through implementation of comprehensive reading and writing strategies.*

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
District Goal 1,2,3 **GSPS Prof Learning 1,4,7**	**Professional Learning:** Professional learning will be provided/refined to teachers on: • How to integrate writing across the curricula? • The literacy PLC will implement paced training on the literacy strategy, ReCSET (continue reading; integrate writing). • The literacy PLC will design and train teachers on the use of the ReCSET rubric.	PL Budget, Title II days EOC data - Lexile levels Achieve 3000 Universal Screener	EAC, admin., Teacher(s), Data Advisers	Aug 2018 – May 2019	RI/MI,= data, Data analysis templates, walk-throughs, observations lesson plans, Examplars, rubrics, student work	**School Leaders Demonstrate:** School leaders will also demonstrate teacher support and guidance in their efforts to collaborate to learn effective strategies to teach writing and reading. **Teachers demonstrate:** an understanding of student expectations in writing and effective strategies to teach writing as well as an understanding of effective

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
	• The literacy PLC will train teachers on grading using the ReCSET rubric. • The literacy PLC will train teachers on lesson planning integrating literacy. • How to scaffold instruction on writing strategies? • How to integrate student work and constructed/extended response and essays in EOC PLCs? • How to adapt various reading strategies to better fir the needs of students in a particular classroom? • How to use Lexile levels to differentiate in the classroom? • How to meet the needs of the at-risk students based on their reading levels? • Achieve3000 PLC will ensure that all teachers involved in reading interventions are trained on Achieve3000.					reading strategies and use of student Lexile levels. **Students Demonstrate:** Understanding expectations in their writing, and ability to demonstrate critical thinking skills in their writing as well as a applying reading strategies and critical thinking skills in their work with text.
District Goal 1,2,3,4 **GSPS Prof Learning 1,4,6,7**	**Planning:** Professional learning will be planned to provide teachers differentiation and better meet their needs. Teachers will: • Incorporate writing in lesson plans • The Literacy PLC will plan professional learning to differentiate for teachers and meet their needs.	Title II days Faculty meetings Pre-and post-observation conferences with teachers	EAC, admin for each content areas, teacher leaders, department Chairs	Aug 2018-May 2019	Observations, lesson plans with feedback, collaboration logs, formative data analysis Examplars, use of	**School Leaders Demonstrate:** teacher guidance and support in planning student writing activities and reading strategies. **Teachers Demonstrate:** integration of writing in their content areas, flexible grouping based on the student Lexile levels, and various reading strategies in their lessons.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
	• The Literacy PLC will design literacy lesson plan templates and rubrics for teachers. • Incorporate the reading strategies in lesson plans. • Incorporate literacy lessons. • Collaborate across the curricula on how to integrate reading strategies in their curricula. • Teachers across the curricula will use the ReCSET rubric. • Achieve3000 will plan the implementation of the reading interventions for struggling readers.				Achieve 3000	**Students Demonstrate:** an understanding of how to approach writing in various content areas and increase reasoning skills and ability to substantiate their reasoning using textual evidence.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1, 2, 3,4 **GSPS Prof Learning 1,4,6,7**	**Implementation:** • The literacy PLC will continue to collaborate with the ICLE and the district curriculum leaders with the purpose of enhancing literacy. • Literacy PLC will lead teachers in their implementation of the ReCSET reading and writing strategy. • ACHIEVE300 PLC will be created to implement reading interventions for struggling readers. Teachers will: • Implement ReCSET reading and writing strategy in their curriculum • Integrate the use of rubrics and student examplars. • Observe their peers to gain an insight into effective integration of writing across the curricula. • Observe their peers to gain an insight into effective integration of reading strategies across the curricula. • Effectively use Achieve3000 data and Lexile levels to drive instruction and increase student Lexile levels.	teacher planning time, Universal Screener diagnostic, formative, and summative assessments SLDS RI	EAC, admin for each content area, department chairs, teacher leaders,	August 2018- May 2019	Observations, lesson plans with feedback, collaboration logs and, RI data analysis	**School Leaders Demonstrate:** Provide feedback to teachers through lesson plans and walk throughs. **Teachers Demonstrate:** The integration of writing in lesson plans, rubrics and examplars, and reading strategies in lesson plans. Teachers will design learning experiences for students based on the assessment data revealed through a variety of sources and plan for differentiated lessons and tasks. **Students Demonstrate:** The ability to understand how to approach answering open-ended questions, exhibit critical thinking skills in writing, and grade their own and their peers' work using examplars and rubrics. The ability to understand how to approach a text and exhibit critical thinking skills in reading assessment.

District Goal 1, 2, 3,4 GSPS Prof Learning 4,6,7	**Monitoring:** • Administration will conduct walkthroughs (TKES) and provide feedback to the teachers. • Administrators will analyze teachers' lesson plans and provide feedback to teachers using the lesson plan rubric. • <mark>Literacy PLC will monitor the implementation of the ReCSET reading/writing strategy in the classrooms and offer feedback.</mark> • <mark>Achieve3000 PLC will monitor the implementation of reading interventions to address the needs of the struggling readers.</mark> Teachers will: • Use formative and summative assessments to monitor student progress • Use and assess student progress in writing to adjust instruction appropriately. • Assess student progress in mastering reading/<mark>writing</mark> strategies to adjust instruction appropriately.	Examplars of student work, rubrics Peer observation forms Universal Screener, teacher made assessments Calendar	EAC, admin for each content area, department chairs and teachers Primary admin. over the dept., department chairs, and teachers	Aug 2018- May 2019	Observations, lesson plans with admin feedback, collaboration logs and, formative data analysis, data from walk – throughs	**School Leaders Demonstrate:** ability to monitor the implementation of writing and reading across the curricula and provide constructive feedback to teachers. **Teachers Demonstrate:** During grading practices and informal and formal assessments to see if a student is meeting expectations in writing. During grading practices and informal and formal assessments to see if a student is meeting expectations in applying the reading strategies. **Students Demonstrate:** Students will participate in rubrics analysis and assessing their writing. Students will reflect on their progress in reading strategies. Students will demonstrate their ability to set learning goals and evaluate progress toward learning goals.

East Paulding High School Professional Learning Plan

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	**Evidence**
Professional Learning will be provided to teachers and administrators on effective implementation of PLCs with the purpose of increased student achievement by emphasizing collaboration and structure in Professional Learning Communities through the use of schedules and protocols. Professional Learning will be provided to the EOC PLCs in regards to the use of Data Team protocols.	Title II Universal Screener PLC training Data Analysis training	EAC Admin Team Leadership Team	Aug 2018 – May 2019	PLC logs, planning templates, lesson plans, walk through data	**Teachers Demonstrate:** Understanding of the participation and leading PLCs with the purpose of increased student achievement through in-depth collaboration and student data/work samples analysis. **Students Demonstrate:** Engagement of learning based on relevant and meaningful learning goal-focused instruction.
Professional learning regarding refining PLCs will be provided to teachers and administrators on the following: • How to focus on the four critical questions of PLC in order to refine the PLC process (DuFour et al., 2016). • How to apply data team protocols in the eight EOC PLCs? (DuFour et al., 2016). • How to use student achievement data in the classroom? (Davies, 2007; Marzano, 2007; Stiggins, 2007). • How to increase effectiveness of diagnostic, formative, and summative assessments? (Davies, 2007; Marzano, 2007; Stiggins, 2007). • How to effectively use progress monitoring for ESEP and/or at-risk students? • How to align rigor of curriculum, instruction, and assessment?	Title II Universal Screener PLC training Data Analysis training, PLC observations and conferences, pre- and post-observations conferences with teachers	EAC Admin Team Leadership Team, Data Advisers, PLC facilitators	Aug 2018 – May 2019	PLC logs, planning templates, lesson plans, walk through data, conference notes, reflections, lesson plans	**Teachers Demonstrate:** Understanding of the participation and leading PLCs with the purpose of increased use of data and rigor in the classroom as well as application of what was decided and discussed during PLCs in the classroom. **Students Demonstrate:** Engagement of learning based on relevant and meaningful learning goal-focused instruction, cohesive approaches between various teachers, rigorous tasks, assessments, ability to set their learning goals and assess progress toward meeting those goals.

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	**Evidence**
• How to effectively use Achieve3000 data and Lexile levels to drive instruction and increase student Lexile levels? • How to integrate high-impact strategies in the classroom? (Hattie, 2012, Kramer & Schuhl, 2017). • How to foster students' growth mindset? (Dweck, 2007). • How to motivate students' motivation to learn? (Dweck, 2007). • How to establish a student-centered classroom? (Kramer & Schuhl, 2017). • How to involve students in goal-setting? (Marzano, 2007). • How to ensure students clearly understand learning goals (Kramer & Schuhl, 2007). The "Why"? of PLCs (DuFour et al., 2016).					
Professional learning will be provided to teachers and administrators on how to increase systematic use of a variety of reading strategies in the classroom.	Title II Teacher workdays Early Release days	EAC Admin Team Leadership Team English teachers	Aug 2018 – May 2019	Faculty training notes, sign-on sheets PL Canvas Training logs	**Teachers Demonstrate:** Observation in model classrooms, feedback and insight on effective uses of reading strategies in the classroom **Students Demonstrate:** Engagement in flexible groups based upon reading levels, clear understanding of learning goals, and their performance in terms of moving toward their learning goals.
Professional learning will be provided to teachers and administrators on how to increase systematic use of a variety of assessments in the classrooms. Teacher will be supported in their efforts to increase effectiveness of diagnostic, formative, and summative assessments and student progress monitoring. Professional learning will be provided to teachers on how to align	Title II Universal Screener PLC training Data Analysis training	EAC Leadership Team	Aug 2018 – May 2019	PLC Logs, lesson plans, observations, feedback, student work	**Teachers Demonstrate:** Observation in model classrooms, feedback and insight on effective assessment uses in the classroom **Students Demonstrate:** Engagement in flexible groups based upon their interests and readiness

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
rigor of curriculum, instruction, and assessment through the use of DOK levels, testing blue prints, and achievement level descriptors.					levels, clear understanding of learning goals, and their performance in terms of moving toward their learning goals.
Using pre and post data from Universal Screening to differentiate instruction, integrate Lexile levels in lesson planning, and increase student achievement.; meeting the needs of the at-risk students based on their reading levels.	Universal Screener training	EAC Admin Team	Aug 2018– Dec 2019	Quantile and Lexile scores Lesson plans	**Teachers Demonstrate:** The ability to analyze data to drive instruction. **Students Demonstrate:** The success in completing and understanding tasks required
Professional learning will provide training and support for all teachers on how to integrate writing across the curricula. Teachers will be supported in their use of rubrics, student examplars, and grading student writing. Teachers will be supported in their integration of student work and constructed/extended response and essays in EOC PLCs.	Title II, rubrics	EAC Admin Team Teachers	Aug 2018– May 2019	Lesson plans, student work, peer observations, rubrics, examplars	**Teachers Demonstrate:** Understanding of how to integrate writing in their content areas. **Students Demonstrate:** Understanding the expectations of student writing and strategies to improve their writing.
Professional Learning will be provided to new teachers through a mentor – mentee program.	Title II NTI	EAC Mentor teachers	Aug 2018 – May 2019	PD Express, Mentor hours, mentor time sheets, observations	**Teachers Demonstrate:** the ability to collaborate, identify the areas of potential growth, and design strategies to demonstrate growth. **Students Demonstrate:** high levels of learning in the mentor and mentee classrooms.

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
Coaching will be provided for new teachers and other teachers as needed.	Title II	EAC, teacher leader, adminstrators, PLC facilitators	Aug 2018-May 2019	Observations, meeting, lesson plans, conference notes	**Teachers Demonstrate:** The ability to effectively implement the needed instruction and assessment practices in the classroom. **Students Demonstrate:** Their ability to feel safe and protected in an academic environment and have the tools to accomplish their learning goals.