

## 2016-2017 Poole Elementary Title 1 Schoolwide Program Plan

SMART GOAL #1- All SWD scoring Proficient and distinguished on the Spring math Georgia Milestones will increase from 34.3% in 2016 to 47.5% in 2017 to make the SWD state target. All students scoring Proficient and distinguished on the Spring math Georgia Milestones will increase from 46.3% in 2016 to 50% in 2017 to make the all students state target.

**Strategy/Initiative: Utilize progress monitoring data from the Universal Screener (Math Inventory) to determine pre-requisite skills to inform instruction**

Student Group ( All or Subgroup, Parents, Teachers) (SWP 9)	Action Steps <b>SWP 2- School Wide Reform Strategies/ Action Steps</b>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (SWP 10)
		Artifacts	Evidence		
SWD subgroup, and All Students	<b>Professional Learning:</b> Professional Learning will be provided to teachers on how to administer the Universal Screener (Math Inventory). Professional learning will take place in August/ September with follow up PL on data analysis throughout each of the screeners- August/ January/May	PL agenda, sign in sheet, PD Express transcripts	<b>School Leaders Demonstrate:</b> Understanding of how to administer the Universal Screener <b>Teachers Demonstrate:</b> Understanding of how to administer the Universal Screener	School administrators will plan, schedule and provide Professional Learning.	Title IIA days for substitutes, Title 1 – Matholia, Education Galaxy supplies PL for math pocket folders, labels, staples,masking tape, tape, paper clips, label maker refill, pens, pencils, whiteout, hanging file folder, file folders, sheet protectors, markers, chart tablets, colored dots, batteries,



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<p>SWD subgroup, and All Students</p>	<p><b>Planning:</b> Administrators will plan and create a schedule for administering the Universal Screener three times during the school year (August, January, May).</p>	<p>Universal Screener schedule</p>	<p><b>School Leaders Demonstrate:</b> Knowledge of the master schedule and Universal Screener administration windows</p>	<p>School administrations will ensure that the Screener is administered during testing windows.</p>	<p>Title IIA days for substitutes Title 1 Matholia, Education Galaxy</p>
<p>SWD subgroup, and All Students</p>	<p><b>Implementation:</b> Data will be disaggregated to plan and prepare differentiated instruction for NBI (Needs Based Instruction), inform RTI (Response to Intervention) and IEP (Individualized Education Plan) goals. Differentiated instruction will include determining students' readiness for new content (pre-requisite skills). Planning will take place once a month in grade level.</p>	<p>Agendas, sign in sheets, Oncourse lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Understanding of using assessment data to determine student needs</p> <p><b>Teachers Demonstrate:</b> Understanding of the results of data findings as needed to impact instruction and student learning. Collaborative planning with peers to successfully plan for differentiated instruction.</p>	<p>School administrators will observe grade level planning.</p>	
<p>Parents</p>	<p><b>Monitoring:</b> School administrators will observe grade level planning, review Oncourse lesson plans and provide feedback, and conduct classroom observations during NBI time and provide feedback on the implementation of differentiation.</p> <p><b>Parent Compact</b> Parent Teacher Student Compact will include strategies for each to use to support students in their reading goals.</p>	<p>NBI schedule, observation feedback</p>	<p><b>School Leaders Demonstrate:</b> Understanding of best practices and using assessment data to determine student needs</p>	<p>School administrators will observe grade level planning and classroom instruction.</p>	<p>Education Galaxy reading and math support, Title 1</p>

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SMART GOAL #2- 50% of all Kindergarteners will score within the fluency score band of 31-35 sounds as measured by the foundational reading assessment given in May during the 2016-2017 school year.

50% of all First graders will score within the proficient Lexile band of 100 to 400 as measured by the Scholastic Reading Inventory given in May of the 2016-2017 school year.

50% of all Second graders will score within the proficient Lexile band of 300 to 600 as measured by the Scholastic Reading Inventory given in May of the 2016-2017 school year.

50% of all Third graders will score within the proficient Lexile band of 500 to 800 as measured by the Scholastic Reading Inventory given in May of the 2016-2017 school year.

50% of all Fourth Graders will score within the proficient Lexile band of 600 to 900 as measured by the Scholastic Reading Inventory given in May of the 2016-2017 school year.

50% of all Fifth Graders will score within the proficient Lexile band of 700 to 1000 as measured by the Scholastic Reading Inventory given in May of the 2016-2017 school year.

**Strategy/Initiative: Implement Comprehensive Reading Solutions (shared reading and interactive reading) to improve all subject areas**

Georgia School Performance Standard  District Goal	Student Group ( All or Subgroup, Parents, Teachers) (SWP 9)	Action Steps  SWP 2- School Wide Reform Strategies/ Action Steps	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (SWP 10)
			Artifact	Evidence		
District Goals:1,2 & 3  GSPS: In:2,3,4, C:1,2,3 In:2,3,	All students	<b>Professional Learning:</b> Professional Learning will be provided to educate teachers on the shared and interactive reading components of Comprehensive Reading Solutions.	Agendas, sign in sheets, PDEExpress	<b>School Leaders Demonstrate:</b> Understanding of Comprehensive Reading Solutions <b>Teachers Demonstrate:</b> Understanding of the shared and interactive reading components	School administrators will plan, schedule and provide professional learning.	Books to support Comprehensive Reading Solutions, Title I, Reading A-Z, Title 1, supplies PL for reading and math 80 book boxes, pocket folders, labels, staples,masking tape,

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<p>District Goals:1,2 &amp; 3 GSPS: A 1,2,3,4 In 3,4,5,7 &amp; 9 C:2,3</p>	<p>All students</p>	<p><b>Professional Learning:</b> Professional Learning will be provided to educate teachers on the Pathblazers differentiation training of Comprehensive Reading Solutions</p>	<p>Agendas, sign in sheets, PDExpress</p>	<p><b>School Leaders Demonstrate:</b> Understanding of Comprehensive Reading Solutions <b>Teachers Demonstrate:</b> Understanding of the Pathblazers differentiation</p>	<p>School administrators will plan, schedule and provide professional learning.</p>	<p>tape, paper clips, label maker refill, pens, pencils, whiteout, hanging file folder, file folders, sheet protectors, markers, chart tablets, colored dots, batteries, timers, letter parts, magnetic letters, prefix &amp; suffix games, root words, vocabulary activities, laminate , poster paper , card stock, markers , chart tablets, colored dots, post its, pens, tape, staples, paper clips, white out, dry erase markers,erasers, highlighters, folders, binders, notebooks, colored paper, dividers, composition notebooks,labels,sheet protectors, manilla folders, hanging folders, storage containers,timers, batteries, label maker refills, 3 hole punch, rubber bands, chart markers</p> <p>Title IIA days for substitutes</p> <p>Books to support Comprehensive Reading Solutions, Title Reading A-Z, Education Galaxy Title 1, Title IIA days for substitutes</p>
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<p>District Goals:1,2 &amp; 3 GSPS: C:1,2,3 IN:2,4,</p>	<p>All students</p>	<p><b>Professional Learning:</b> Professional Learning will be provided to teachers on understanding Lexile levels. Professional Learning will take place when August/ September reading screener is complete and teachers begin to analysis the data and begin planning for differentiation reading instruction.</p>	<p>Agendas, sign in sheets, PDExpress</p>	<p><b>School Leaders Demonstrate:</b> Understanding of Lexile levels <b>Teachers Demonstrate:</b> Understanding of Lexile levels</p>	<p>School administrators will plan, schedule and provide professional learning.</p>	<p>Books to support Comprehensive Reading Solutions, Title I, Reading A-Z, Education Galaxy Title 1, Title IIA days for substitutes</p>
<p>District Goals:1,2 &amp; 3 GSPS: In:2,3,4, C:1,2,3 In:2,3,</p>	<p>All students</p>	<p><b>Planning:</b> Teachers will plan instruction for Comprehensive Reading Solutions structured reading lessons (on grade level and above). Planning will begin to place in January in weekly grade levels after they have received PL in the Interactive and Shared reading lessons and are ready to implement</p>	<p>Agendas, sign in sheets, Oncourse lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Understanding of Comprehensive Reading Solutions <b>Teachers Demonstrate:</b> Understanding of Comprehensive Reading Solutions</p>	<p>School administrators will observe grade level planning and review Oncourse lesson plans.</p>	<p>Books to support Comprehensive Reading Solutions, Title I, Reading A-Z, Education Galaxy Title 1, Title IIA days for substitutes, Oncourse</p>
<p>District Goals:1,2 &amp; 3 GSPS: A 1,2,3,4 In 3,4,5,7 &amp; 9 C:2,3</p>	<p>All students</p>	<p><b>Planning:</b> Teachers will prepare Pathblazers to support ESEP, RTI and SST students in reading (below grade level).</p>	<p>Agendas, sign in sheets, Oncourse lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Understanding of Comprehensive Reading Solutions <b>Teachers Demonstrate:</b> Understanding of Comprehensive Reading Solutions</p>	<p>School administrators will observe grade level planning and review Oncourse lesson plans.</p>	<p>Books to support Comprehensive Reading Solutions, Education Galaxy Title I, Title IIA days for substitutes</p>
	<p>All students</p>			<p><b>School Leaders Demonstrate:</b> Understanding of</p>		<p>Books to support Comprehensive</p>

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<p>District Goals:1,2 &amp; 3 GSPS: A 1,2,3,4 In 2,3,4,5,7 &amp; 9 C:1,2,3</p>	<p>All students</p>	<p><b>Implementation:</b> Teachers will implement Comprehensive Reading Solutions structured reading lessons and Pathblazers to support all learners. Teachers will plan for Shared and Interactive reading lessons in the 3<sup>rd</sup> and 4<sup>th</sup> quarter. They will use the Shared and Interactive books they selected on their grade level to implement throughout the 3<sup>rd</sup> and 4<sup>th</sup> quarters.</p>	<p>Teacher schedules, Oncourse lesson plans</p>	<p>Comprehensive Reading Solutions <b>Teachers Demonstrate:</b> Understanding of Comprehensive Reading Solutions</p>	<p>School administrators will observe grade level planning and review Oncourse lesson plans. Teacher will collaborate in grade level to ensure consistency of implementation and gain insight and ideas.</p>	<p>Reading Solutions, Education Galaxy Title I, Title IIA days for substitutes</p>
<p>District Goals:1,2 &amp; 3 GSPS:A:3,4,4 C:3</p>	<p>All students</p>	<p><b>Monitoring:</b> School administrators will observe grade level planning, review Oncourse lesson plans and provide feedback, and conduct classroom observations and provide feedback on the implementation of Comprehensive Reading Solutions.</p>	<p>Teacher schedules, Oncourse lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Understanding of best practices and using assessment data to determine student needs</p>	<p>School administrators will observe grade level planning and review Oncourse lesson plans.</p>	<p>Oncourse</p>
<p>District Goals:1,2, 3 &amp; 4</p>	<p>Parents</p>	<p><b>Parent Compact</b> Parent Teacher Student Compact will include strategies for each to use to support students in their reading goals.</p>				<p>Education Galaxy reading and math support- Title 1, supplies PL for reading and math 80 book boxes, pocket folders, labels, staples,masking tape, tape, paper clips, label maker refill, pens,</p>

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						<p>pencils, whiteout, hanging file folder, file folders, sheet protectors, markers, chart tablets, colored dots, batteries, timers, letter parts, magnetic letters, prefix &amp; suffix games, root words, vocabulary activities, laminate, poster paper, card stock, markers, chart tablets, colored dots, post its, pens, tape, staples, paper clips, white out, dry erase markers, erasers, highlighters, folders, binders, notebooks, colored paper, dividers, composition notebooks, labels, sheet protectors, manilla folders, hanging folders, storage containers, timers, batteries, label maker refills, 3 hole punch, rubber bands, chart markers</p>
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SMART GOAL #3 -All 5<sup>th</sup> grade students scoring proficient and distinguished on the Spring Science Georgia Milestones will increase from 39.6% in 2016 to 43.6% in 2017. All 5<sup>th</sup> grade students scoring proficient and distinguished on the Spring Social Studies Georgia Milestones will increase from 72.7 in 2016 to 75.7 in 2017.

**Strategy/Initiative: Provide STEM and project based professional learning and activities for science and social studies instruction**

Georgia School Performance Standard  District Goal	Student Group ( All or Subgroup, Parents, Teachers) (SWP 9)	Action Steps  SWP 2- School Wide Reform Strategies/  Action Steps	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (SWP 10)
			Artifact	Evidence		
District Goals:1,2 & 3  GSPS:C:1,2, In: 2,3,4,7	All students	<b>Professional Learning:</b> Professional Learning will be redelivered by teachers and district personnel involved in the Math Science Partnership (MSP) and will include strategies and activities for stem-based learning.	Agendas, sign in sheets, PDExpress	<b>School Leaders Demonstrate:</b> Understanding of stem-based strategies and activities <b>Teachers Demonstrate:</b> Understanding of stem-based strategies and activities	School administrators will plan, schedule and participate in professional learning.	District personnel, Title IIA days for substitutes, Science A-Z, Title 1, Stem Books
District Goals:1,2 & 3 GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,9	All students	<b>Professional Learning:</b> Monthly Professional Learning for planning academically-challenging & technologically-enhanced instruction will be provided to all certified teachers during Tuesday collaborative planning, PL Days, Planning Days, and/or Faculty Meetings.	Agendas, sign in sheets, PDExpress	<b>School Leaders Demonstrate:</b> Understanding of academically-challenging instruction and will assist in facilitating the Professional Learning <b>Teachers Demonstrate:</b>	School administrators will plan, schedule and participate in professional learning.	Title IIA days for substitutes, Title 1- technology

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<p>District Goals:1,2 &amp; 3 GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,</p>	<p>All students</p>	<p><b>Professional Learning:</b> 2 teachers will participate in the district TechEds program and redeliver the information to the staff during planning and/or Faculty Meetings. Another will represent the school on the instructional technology committee.</p>	<p>Sign-in sheets, PDEExpress transcript</p>	<p>Understanding of academically-challenging instruction and will participate in the Professional Learning</p> <p><b>School Leaders Demonstrate:</b> Schedule redelivery of TechEd information for staff</p> <p><b>Teachers Demonstrate:</b> TechEd and TechEd leadership members will redeliver information to staff. Staff members will show an understanding of instructional technology.</p>	<p>School administrators will schedule and participate in professional learning.</p>	<p>Title 1- technology</p>
<p>District Goals:1,2 &amp; 3  GSPS:C:1,2, In: 2,3,4,7</p>	<p>All students</p>	<p><b>Planning:</b> Teachers will plan stem-based strategies and activities. They will collaborate with their grade level and plan for 2 each quarter in either science and or social studies.</p>	<p>Oncourse lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Understanding of stem-based strategies and activities <b>Teachers Demonstrate:</b> Understanding of stem-based strategies and activities <b>School Leaders Demonstrate:</b></p>	<p>School administrators will observe grade level planning and review Oncourse lesson plans.</p>	<p>Title I- Science A-Z, Title 1, Stem Books</p>

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<p>District Goals:1,2 &amp; 3</p> <p>GSPS:C:1,2, In: 2,3,4,7</p>	<p>All students</p>	<p><b>Implementation:</b> Teachers will implement stem-based strategies and activities. They will implement 2 each quarter in either science or social studies.</p>	<p>Oncourse lesson plans</p>	<p>Understanding of stem-based strategies and activities <b>Teachers Demonstrate:</b> Understanding of stem-based strategies and activities</p> <p><b>School Leaders Demonstrate:</b> Understanding of teacher schedules, model classrooms and stem-based strategies and activities <b>Teachers Demonstrate:</b> Understanding of stem-based strategies and activities</p>	<p>School administrators will review Oncourse lesson plans and conduct classroom observations.</p>	<p>Science A-Z, Title 1, Stem Books</p>
<p>District Goals:1,2 &amp; 3</p> <p>GSPS:C:1,2, In: 2,3,4,7</p>	<p>All students</p>	<p><b>Implementation:</b> Teachers will observe model classrooms using stem-based strategies and activities. They will observe 2 times during the year during their Title 11 planning days. Once in the Fall and another in the Spring.</p>	<p>Peer walkthrough schedule</p>	<p><b>School Leaders Demonstrate:</b> Understanding of teacher schedules, model classrooms and stem-based strategies and activities <b>Teachers Demonstrate:</b> Understanding of stem-based strategies and activities</p>	<p>School administrators will schedule peer walkthroughs and time to debrief afterwards.</p>	<p>Science A-Z, Title 1, Stem Books Title 11 days</p>
	<p>All students</p>					

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<p>District Goals:1,2 &amp; 3</p> <p>GSPS:C:1,2, In: 2,3,4,7</p>	<p>Parent</p>	<p><b>Monitoring:</b> School administrators will review Oncourse lesson plans, schedule peer walkthroughs of model classrooms using stem-based activities and provide time to debrief afterwards.</p>	<p>Teacher schedule, peer walkthrough schedule, Oncourse lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Understanding of teacher schedules, model classrooms and stem-based strategies and activities <b>Teachers Demonstrate:</b> Understanding of stem-based strategies and activities</p>	<p>School administrators will schedule peer walkthroughs and time to debrief afterwards.</p>	<p>Science A-Z, Title 1, Stem Books</p>
<p>District Goals:1,2, 3 &amp; 4</p>		<p><b>Parent Compact</b> Parent Teacher Student Compact will provide grade level specific science and social studies vocabulary resources and activities to support this goal.</p>				<p>Science A-Z, Title 1, Stem Books, Family Night supplies for STEM and social studies Family Event supplies,Laminiate,Poster paper,Markers, chart tablets, colored dots, post its, pens, tape, staples, paper clips, white out, dry erase markers, erasers, highlighters, folders, binders, notebooks,timers, colored paper, dividers, sheet protectors, manila folders, hanging folders, card stock, storage containers, label maker refills, rubber bands, chart markers, legal size</p>

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						paper, trifold boards, colored clay, Parent Resource Center math and reading games to support compact goals, cups platters, plates, napkins, cutlery, bowl, straws, index cards, string, pom poms, tape, toothpicks, tablecloths, Light snacks and refreshments for parent events
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SMART GOAL #4 All students scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 41.9% in 2016 to 46.9% in 2017.

**Strategy/Initiative: Implement data teams to analyze data, monitor student progress and determine effective instructional strategies**

Georgia School Performance Standard  District Goal	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action Steps  SWP 2- School Wide Reform Strategies/ Action Steps	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (SWP 10)
			Artifacts	Evidence		
District Goals:1,2 & 3  GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,9	All students, teachers	<b>Professional Learning:</b> K-5 Data teams will be equipped to continuously identify areas of student need and collaboratively decide on the best instructional approach in response to those needs.	Oncourse lesson plans	<b>School Leaders Demonstrate:</b> Understanding of how to identify areas of student need and decide on the best instructional approach for those needs <b>Teachers Demonstrate:</b> Understanding of how to identify areas of student need and decide on the best instructional approach for those needs	School administrators will plan, schedule and participate in professional learning.	Title IIA days for substitutes
District Goals:1,2 & 3	All students, teachers	<b>Planning:</b>	Instructional Plans,	<b>School Leaders Demonstrate:</b>	School administrators	Professional Learning Days

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<p>GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,9</p>		<p>Collaborative planning procedures will be developed by each team to develop academically-challenging tasks, Level 2-4 DOK questions. Grade-level teams will meet weekly to plan for rigorous instruction, reflect upon lessons, discuss student results and analyze work samples. The Administration/ILT will attend grade-level meetings to provide continuous feedback and support.</p>	<p>Lesson Plans, Sign-in Sheet, Agenda, Protocols</p>	<p>The Administration/ILT will attend grade-level meetings to provide continuous feedback and support. They will also assist to develop procedures for teachers to collaborative plan that includes academically-challenging tasks, Level 2-4 DOK questions and technology-enhanced lessons.</p> <p><b>Teachers Demonstrate:</b> Develop procedures for teachers to collaborative plan that includes academically-challenging tasks, Level 2-4 DOK questions and technology-enhanced lessons.</p>	<p>will monitor development of protocols and grade level discussions</p>	<p>for TechEd teachers Title 1-technology</p>
<p>District Goals:1,2 &amp; 3 GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,9</p>	<p>All students, teachers</p>	<p><b>Implementation:</b> Release time will be provided each quarter to all teachers to allow for progress monitoring data analysis, instructional planning, student-work analysis, and NBI planning.</p>	<p>Sign-in Sheet, Agenda, Data, Lesson Plans</p>	<p><b>School Leaders Demonstrate:</b> Review of schedules and provision of release time for teachers for data analysis and planning</p> <p><b>Teachers Demonstrate:</b> Use of release time for analysis of data and student work and to create NBI plans</p>	<p>School Administrators will participate and monitor in release time and review differentiated lesson plans</p>	<p>Title IIA days for substitutes</p>
<p>District Goals:1,2 &amp; 3 GSPS:A:1,2,3,4,5</p>	<p>All students, teachers</p>	<p><b>Implementation:</b></p>	<p>Sign-in sheets, Agendas, Protocols</p>	<p><b>School Leaders Demonstrate:</b></p>	<p>School Administrators will facilitate and monitor</p>	<p>Title IIA days for substitutes</p>

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<p>C:1,3 In:2,3,4,6,7,9</p> <p>District Goals:1,2 &amp; 3</p> <p>GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,9</p> <p>District Goals:1,2 &amp; 3</p> <p>GSPS:A:1,2,3,4,5 C:1,3 In:2,3,4,6,7,9</p>	<p>All students, teachers</p> <p>All students, teachers</p>	<p>Release time will be provided for teacher will conduct 2 (or more) peer observations that include a follow up debrief/discussion of academically-challenging instruction. A school Data Board will be displayed in the Data Room to identify specific areas of strength</p> <p><b>Monitoring:</b> TKES Walkthrough and Formative Data will be used to inform progress on classroom implementation. Feedback and next steps will be communicated through the platform and/or follow up conversations.</p> <p><b>Monitoring:</b> School-wide assessment data will be collected and used to monitor student progress and adjust instruction through differentiation. Emphasis will be placed on subgroups and the lowest quartile in each grade-level. Data will be reviewed continually and posted in the data room.</p>	<p>TAPS data, PL Surveys, Title 1 surveys</p> <p>Data room, agenda, sign-in sheets, data spreadsheet</p>	<p>Review of schedules and provision of release time for peer observations and follow up discussions. The EAC will coordinate release time, creation of protocols, and facilitate follow up discussions.</p> <p><b>Teachers Demonstrate:</b> Observation in classrooms, feedback and insight during debrief of academically - challenging instruction</p> <p><b>School Leaders Demonstrate:</b> Observations of classrooms and provision of feedback and next steps</p> <p><b>Teachers Demonstrate:</b> Improved implementation of academically-challenging instruction</p> <p><b>School Leaders Demonstrate:</b> Analysis of assessment data to monitor use of differentiation with an emphasis on subgroups and the lowest quartile in each grade level. Posting data and facilitating the ongoing review.</p>	<p>debrief discussions</p> <p>School Administrators will conduct TKES walkthroughs</p> <p>School Administrators will review school-wide data throughout the year.</p>
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				Teachers Demonstrate: Review of student data to monitor and adjusting instruction through differentiation. Focus on students in subgroups and lowest quartile.		
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