



Building Legacies – One Student at a Time

2023-2024 School Improvement Plan for

Cartersville Middle School

Matt Gibson, Principal

825 Douthit Ferry Rd. Cartersville, GA 30120

***This is a live document that can be reviewed and updated throughout the school year.

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Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT Chairperson:	Beth Glover	
Principal:	Matt Gibson	
Assistant Principal	Lindsey Montgomery	
6 th Grade	Sabrina Struss	
6 th Grade	Ginger Busek	
6 th Grade	Chris McSwain	
7 th Grade	D.J. Paradis	
English for Speakers of Other Languages Teacher	Bryn Barber	
Counselor	Dr. Ashley Jackson	
Specical Education Lead Teacher	Sara Bright	
Office Staff	Bonnie Hammett	
SIT Member	Bonnie Abernathy	

Position/Role	Name	Signature
Teacher Support Specialist	Randi Sonenshine	
Student Support Specialist	Dr. Brandon McPherson	
SIT Member	Marilyn Kinney	
SIT Member	Pam Couey	
SIT Member	Christy Gollhofer	
SIT Member	Rhonda Craig	
Language Arts Department Chair/CVA	Kim Poe	
Elective Department Chair	Erin Karstensen	
Exploratory Department Chair	Michelle Cottongim	
Instructional Technology	Angela Jacobs	
Social Studies Department Chair	Steven Flowers	
Science Department Chair	Angie Roper	
Math Department Chair	Dr. Callie Palmer	

Section II- School Improvement Plan Assurances

STATEMENT OF ASSURANCES:

Our signatures below serve as the assurance that these steps took place during the development, discussion, and approval of our 2023-2024 school improvement plan.

The school improvement plan submitted for approval to the CCS Board of Education has been developed in accordance with the GA. Department of Educations guidelines and applicable state laws. In the development of this plan, be assured that:

- ☐ representatives of all grade levels and job classifications have been selected to serve on the school improvement team.
- ☐ the plan has been shared and feedback requested from the local school governance teams.
- ☐ notice of time, date, and location of school improvement team meetings was posted according to public meeting guidelines;
- ☐ all components of the FY 2023-24 Title I Program Plan Checklist have been met.

This school improvement plan represents goals and strategies for addressing improvement of student performance and includes components that focus on: an inviting and nurturing school climate; a safe learning environment; rigorous curriculum; relevant instruction; preparing students to be competitive locally and globally; recruitment and retention of quality staff; training for highly qualified professionals; internal and external communications; partnerships with parents; partnerships with the school community; physical and financial resources; and people and time resources.

School Principal's Signature

Date: _____

School Improvement Team Chairperson's Signature

Date: _____

Section III- District Vision and Mission

District Vision
<i>Building Legacies - One Student at a Time</i>
District Mission
<i>We inspire all students to build the skills and confidence to find their passions and achieve their goals.</i>
District Core Values
<p>COMPASSION: We must exhibit compassion as we build relationships based on trust and mutual respect.</p> <p>COMMUNITY: We involve students, parents, teachers, and the community to support student learning. We firmly believe students will learn best when engaged with the community and when the community is invested in student learning- ensuring that we are all achieving at the highest level.</p> <p>EQUITY: We support every student and create a learning environment in which all of our diverse learners can achieve their highest potential. We believe that all students have the capability to learn at a high level and we encourage them to find their passions and achieve their goals.</p> <p>ENGAGEMENT: We believe that engagement is at the core of all student success. We know students learn best when they participate in a student-centered, standards-based curriculum that emphasizes hands-on, project-based learning. Our innovative staff strives to create a dynamic, engaging learning environment for all students.</p> <p>HIGH EXPECTATIONS: All staff and students must hold the highest expectations for their own achievement and believe in the motivating power of hope combined with unwavering determination. We align curriculum, instruction, and assessments as an accountability tool for continuous learning. We are committed to providing all students with the skills that will ensure their ability to achieve success for career, college, and life.</p> <p>SHARED LEADERSHIP: We are committed to a vision of shared leadership that is collaborative and courageous. The district is led by a team of highly qualified partners who invite all community stakeholders to contribute to the decision-making process. We look forward to the momentum that occurs when the hopes and dreams of the community fuse with the expertise of caring innovative educators.</p>

True Accountability

Cartersville is one of eleven school districts in Georgia that have spearheaded the movement to expand the existing statewide accountability system to one that is an educator-led, evidence-based, student-centric, community-based accountability system that moves far beyond test scores and A-F rankings. This system is called True Accountability. True Accountability provides an accurate, holistic performance measure and a thorough accounting to the students, families, and communities for whom educators and schools exist. True Accountability involves seven pillars made up of 27 different elements that must be evaluated in order to assess the effectiveness of any school. All CCSs are required to plan and continuously monitor all 27 elements of the True Accountability system.



7 Pillars of True Accountability

- 1- Student Achievement
- 2- Student Readiness
- 3- Engaged, Well-Rounded Students
- 4- Community Engagement and Partnerships
- 5- Professional Learning/Quality Staff
- 6- Systems and Operations
- 7- Safety and Well-Being

Key questions have been designed for the seven pillars and should be used to guide the school improvement team. Planning for the 2023-24 school year will include the alignment of the Seven pillars and 27 elements and integrated into the building school improvement plan.

All schools will track their progress on the 27 elements using the provided TAGS tracking/signaling spreadsheet. Schools will report quarterly progress on all elements. Building leadership teams will host on-site quarterly update meetings for district leadership.

Section IV- Overview of School Performance Data

Georgia Milestones Spring [2022 & 2023]										
ELA	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Grade 6	23.72%	24.49%	27.93%	32.94%	38.44%	32.65%	9.91%	9.91%	48.3%	42.6%
Grade 7	21.3%	18.13%	37.04%	31.29%	35.49%	39.47%	6.17%	11.11%	41.7%	50.6%
Grade 8	13.76%	18.8%	36.09%	38.05%	38.23%	32.15%	11.93%	10.91%	50.2%	43.1%

Georgia Milestones Spring [2022 & 2023]										
Math	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Grade 6	17.17%	13.74%	37.05%	38.89%	28.61%	31.58%	17.17%	15.79%	45.8%	47.4%
Grade 7	13.62%	13.16%	42.72%	33.92%	31.27%	36.26%	12.38%	16.67%	43.7%	52.9%
Grade 8	19.88%	17.99%	29.05%	38.64%	34.25%	29.2%	16.82%	14.16%	51.1%	43.4%

Georgia Milestones Spring [2022 & 2023] Sub Groups Proficient and Distinguished										
ELA	Black		Hispanic		EL		Sped		Gifted	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Total	25.4%	25%	34.8%	29.9%	1.5%	0.0%	11.5%	6.1%	%	%

Georgia Milestones Spring [2022 & 2023] Sub Groups Proficient and Distinguished- Not including EOC										
Math	Black		Hispanic		EL		Sped		Gifted	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Total	22.6%	25.5%	37.2%	32.2%	4.5%	7.6%	%	%	%	%



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Cartersville City Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Spring 2022 - Spring 2023
Weeks of Instruction: Start - 30 (Spring 2022)
End - 28 (Spring 2023)

Grouping: Ethnicity
Small Group Display: No

Cartersville Middle School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Spring 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	280	211.8	12.4	56	216.7	12.0	60	5	0.4	4.3	0.36	64	280	164	59	55	
Asian	3	*			*			*					*				
Black or African American	69	205.2	12.6	21	210.3	11.4	25	5	1.0	5.0	0.05	52	69	36	52	49	
Hispanic or Latino	55	208.5	10.1	37	213.1	10.0	39	5	0.9	4.6	-0.02	49	55	31	56	50	
Multi-ethnic	13	205.9	10.8	24	212.2	11.8	35	6	1.6	4.9	0.77	78	13	7	54	55	
White	140	216.9	11.1	81	221.5	11.1	83	5	0.6	3.7	0.51	70	140	88	63	59	
7	293	215.8	14.6	54	220.6	14.2	64	5	0.5	4.1	0.47	68	293	172	59	57	
Asian	4	*			*			*					*				
Black or African American	54	207.8	14.7	14	213.9	13.4	28	6	1.4	5.0	0.79	78	54	28	52	53	
Hispanic or Latino	67	209.4	15.7	20	214.1	15.8	29	5	1.1	4.8	-0.10	46	67	38	57	53	
Multi-ethnic	14	212.9	13.6	37	216.9	12.6	44	4	2.2	4.5	-0.33	37	14	8	57	53	
White	154	221.7	11.4	83	226.1	11.5	87	4	0.5	3.5	0.64	74	154	95	62	60	
8	281	218.3	14.8	51	221.5	16.0	51	3	0.6	4.0	-0.49	31	281	138	49	47	
Asian	5	*			*			*					*				
Black or African American	53	214.5	14.6	30	219.1	15.0	39	5	1.3	4.2	0.21	58	53	30	57	58	
Hispanic or Latino	63	212.7	16.0	22	215.4	17.6	22	3	0.9	4.3	-0.95	17	63	31	49	47	
Multi-ethnic	14	213.6	12.6	26	217.2	16.6	30	4	3.5	4.3	-0.40	35	14	7	50	53	
White	146	222.4	13.3	72	225.0	14.6	68	3	0.8	3.8	-0.71	24	146	67	46	46	

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
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Norms Reference Data: 2020 Norms.
Growth Comparison Period: Spring 2022 - Spring 2023
Weeks of Instruction: Start - 30 (Spring 2022)
End - 28 (Spring 2023)

Grouping: Ethnicity
Small Group Display: No

Cartersville Middle School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Spring 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	278	217.6	14.6	48	223.4	14.6	58	6	0.4	3.4	1.06	86	278	187	67	66
Asian	3	*			*			*					*			
Black or African American	67	209.5	13.5	15	214.9	13.8	21	5	0.9	3.8	0.73	77	67	41	61	54
Hispanic or Latino	55	212.2	11.3	24	218.8	11.0	36	7	0.9	3.6	1.32	91	55	39	71	70
Multi-ethnic	14	214.4	11.4	33	216.9	9.0	28	2	1.8	3.6	-0.47	32	14	4	29	37
White	139	223.8	13.8	76	229.9	13.6	83	6	0.5	3.2	1.31	91	139	101	73	69
7	291	223.0	15.1	53	228.2	16.0	60	5	0.4	4.9	0.19	58	291	161	55	52
Asian	4	*			*			*					*			
Black or African American	53	213.4	14.0	15	216.8	15.4	16	4	0.9	4.8	-0.82	21	53	24	45	38
Hispanic or Latino	67	217.3	15.4	28	222.6	16.0	36	5	0.9	4.8	0.27	61	67	32	48	44
Multi-ethnic	14	220.0	15.6	39	224.9	18.2	46	5	2.3	4.9	0.03	51	14	9	64	50
White	153	229.1	12.5	79	234.9	12.8	84	6	0.5	4.9	0.51	70	153	95	62	59
8	281	224.6	16.2	43	230.6	17.8	54	6	0.5	4.4	0.81	79	281	176	63	55
Asian	5	*			*			*					*			
Black or African American	53	218.5	14.7	20	224.9	15.9	32	7	1.1	4.1	1.12	87	53	32	60	58
Hispanic or Latino	64	217.4	15.1	17	224.0	19.0	29	7	1.1	4.1	1.24	89	64	43	67	61
Multi-ethnic	14	218.1	11.4	19	221.0	16.0	20	3	2.3	4.1	-0.60	28	14	7	50	47
White	145	230.5	15.0	68	236.2	16.2	74	6	0.6	4.6	0.56	71	145	90	62	55

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Section V- School Performance Data Analysis

Student Achievement Data Collected
<ul style="list-style-type: none">○ Georgia Milestones proficiency levels○ Georgia Milestones subgroup performance○ CCRPI scores (content mastery, progress, readiness, closing gaps)○ 2022-23 MAP scores (fall, winter, spring)○ Lexile/RIT performance (students reading on grade level)○ Failure Rate○ Intervention data○ Data provided by various software programs
Summarize the student achievement trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
<p>MAP- Vocabulary acquisition was the highest achievement area for the school; Over 70% growth in math and for 8th grade 71% growth.</p> <p>The Summer Institute (summer school) had 68 students participate in continued learning opportunities. Attendance was at 91%, with 41 of the students completing their assignments within the three week time frame. An additional 26 students went on to finish their tasks outside of the three week window. This lets us know that students are capable of learning, but perhaps there are some other variables within the regular school setting that impact how they learn. Therefore, we need to focus on alternate learning environments for students.</p> <p>In regards to the CCRPI score only 58% of students indicated readiness in the area of literacy. This reveals that teachers may need way to embed teaching literacy skills throughout the content areas.</p>

Demographic Data Collected
<ul style="list-style-type: none"> ○ Enrollment ○ Race/Ethnicity ○ Gender ○ Gifted ○ Remedial/EIP ○ ESE ○ EL ○ 504 ○ Mobility rates ○ Free/Reduced lunch ○ Homeless
Summarize the demographic trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Students included in the lower socioeconomic groups, minority groups, and special groups populations, such as those who have are enrolled in ESOL classes, have a 504 or individualized education plan tend to be performing lower than their peers in higher socioeconomic groups and the majority population. These students make up the participants in summer school and remediation courses. In addition, they have more office referrals than their peers.
School Climate Data Collected
<ul style="list-style-type: none"> ○ Climate rating ○ Climate indicator ratings ○ Georgia Health Survey Results (student, personnel, parent) ○ Student attendance data ○ Teacher attendance data ○ Discipline data (Ed Handbook) ○ PBIS data ○ Staff retention
Summarize school performance trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Over the last six years, discipline referrals have reached an all-time high, at about almost double the number of referrals (989 as compared to 517). In addition, the counseling department has seen an increase in student hospitalization for mental health. Teachers and leaders are learning how to connect with students on a personal level, so that they have a better understanding of the learners in their classrooms.

What parts of this data catch your attention?

While half of the student population is exhibiting typical or high growth in ELA and is above RESA and state levels, the achievement level is not indicating that at least of the students are at a proficient level.

What does the data tell us? What does the data NOT tell us?

The data tells us that what we are doing is working, students are learning, however we need to reevaluate the level at which we teach our students. We need to provide students with learning experiences that challenge and extend their learning beyond memorization of information.

What good news is there to celebrate?

The 6th graders of 2022-2023 have ELA and Math have shown steady growth for the past three years, as a cohort, while the 7th graders performed well above RESA and state for levels 3 and 4. Sixty-eight percent of 8th grade math students had typical or high growth, while 8th grade ELA students followed not far behind with 61% with typical or high growth.

What are the issues are suggested by the data?

*** focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement*

8th grade Social Studies and Science showed a dramatic decrease in students where there was growth in previous years. This seems to be a direct correlation with reading gaps resulting in stagnate achievement levels and lexile levels. Also, the students have no prior experience with standardized testing in this content as 6th and 7th graders to not test in these areas.

What are our key conclusions? What recommendations does the team have for addressing the issues?

Placing a focus on the time spent on direct instruction in all areas will provide students with intentional presentation of content to address prerequisite skills and modeling of critical thinking skills.

Section VI- School Improvement Plan Goals, Strategies, and Action Steps

Cartersville Middle School embraces a process of Continuous Improvement Planning. Stakeholder groups meet regularly to review and revise system and school improvement plans to address the unique academic needs of all students. Vast amounts of data, both quantitative and qualitative, are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals through School Leadership team and, parents and community through Local School Governance Teams) examine Climate Surveys, Georgia Milestones, CCRPI, SLDS, NWEA MAP universal screening data, ACCESS data, progress monitoring data, formative and summative data, and other sources. All of the above data is disaggregated by subgroup (e.g., Race, ethnicity gender, sped ELL). Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed based on feedback. A monthly and quarterly review of this plan and progress is conducted to evaluate its effectiveness. The School Improvement Plan is available to all stakeholders on the school website and at the annual Title I meeting.

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the identified needs and create a focus for improvement. Setting goals should be a strategic process that aligns the SMART Goals within one of the seven pillars of **True Accountability: Student Achievement, Student Readiness, Engaged, Well-Rounded Students, Community Engagement and Partnerships, Professional Learning and Quality Staff, Systems And Operations, and Safety and Well Being.**

All schools can set building goals based on the specific needs of their learning community. Schools will track all elements of the seven Pillars of the True Accountability System and report progress monthly to the Director of Strategic Initiatives and School Improvement. District leadership will conduct building visits quarterly, and building leadership teams will present SIP goals and progress.

Step 1 Identify Needs:

Consult many sources to determine what in the district needs improvement.

Plan and prepare for the process

Collect and analyze data

Identify needs and prioritize



Step 2 Select Interventions:

Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

Consider all the evidence for needed improvements

Research possible interventions

Determine if staff has the capacity to implement possible interventions



Step 3 Plan Implementation:

Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

Identify roles and responsibilities of those implementing the intervention

Develop a team that will deeply understand the intervention and of best ways to implement it

Develop the implementation timeline

Identify resources and supports needed for the implementation of the intervention

Develop a set of information to be reviewed to track the implementation



Step 4 Implement Plan:

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

Collect information to monitor the quality of supports being provided for the intervention

Consider what additional information is needed to determine if intervention is working

Assess the degree to which the implementation plan is being followed

Identify ways to break down any barriers

Build capacity of others to facilitate the improvement process now and in the future



Step 5 Examine Progress:

Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

Determine if the staff can formally study the effects of the intervention to share with others in the field

Monitor implementation and progress against defined goals

Define reasonable expectations for success

Identify and track progress and performance

Develop a plan for how knowledge about the intervention will be shared with others

Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

SMART Goal #1: (Social and Academic Behaviors) Teachers and staff will identify three key behaviors embedded within the Canes Code and social contracts to consistently teach social and academic behaviors

TAGS Area (Pillar & Element(s)): 1.4 Student Achievement, 3.4 Engaged, Well-Rounded Students, 7.1 Safety and Well-Being

Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
		Artifacts	Evidence	
-Students in grades 6-8 and Special Education classes -African American and Hispanic students	<ul style="list-style-type: none"> Align Canes Code, Social Contracts, and PBIS initiatives Monitor Educators Handbook Data Quarterly Implement social skills course for students in need Quarterly celebrations of meeting social and academic behaviors 	-Signage inside classrooms, outside restrooms, and around the cafeteria	<ul style="list-style-type: none"> -Reduction of office referrals and incidents/infractions -Feedback from Capturing Kids' Hearts walkthroughs -Adjusted approach (using CKH strategies) for teachers and administration when conferencing with and providing consequences for students 	<ul style="list-style-type: none"> -Academic Teams -Leadership Team

Monitoring Actions of Implementation- Monthly Impact Points: Monthly review of Educator's Handbook data (office referrals and infractions) at Administration and Leadership meetings;

Estimated Cost, Funding Source and/or Resources: \$2000 for signage and celebrations

SMART Goal #2: Academic Growth and Achievement- Teachers will utilize common formative assessments to evaluate individual student skills and growth in the areas of essential standards and make instructional adjustments.

TAGS Area (Pillar & Element(s)): 1.4 Student Achievement, 3.4 Engaged, Well-Rounded Students, 7.1 Safety and Well-Being

Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
		Artifacts	Evidence	
<ul style="list-style-type: none"> - All students - Black and Hispanic students - Students in ESOL and special education classes 	<ul style="list-style-type: none"> • Collaborative team CFA creation and evaluation • Monitor individual student data twice per quarter • Regrouping and reteaching of essential standards 	<ul style="list-style-type: none"> -minutes from collaborative team sessions -lesson plans -gradebooks 	<ul style="list-style-type: none"> -Fewer students failing core content classes -Increased achievement scores 	<ul style="list-style-type: none"> -Teacher Support Specialist -Assistant Principal -Collaborative Team Facilitators

Monitoring Actions of Implementation- Monthly Impact Points: Weekly collaboration sessions, bi-monthly monthly professional learning for collaborative team facilitators,

Estimated Cost, Funding Source and/or Resources: \$6000

SMART Goal #3: Improving Lesson Quality- Teachers will increase the number of direct instructional minutes provided on a weekly basis both within the opening of a lesson and during station teaching.

TAGS Area (Pillar & Element(s)): 1.4 Student Achievement, 3.4 Engaged, Well-Rounded Students, 7.1 Safety and Well-Being

Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (Sub Groups)		Project Lead
		Artifacts	Evidence	
<ul style="list-style-type: none"> - All students - Black and Hispanic students - Students in ESOL and special education classes 	<ul style="list-style-type: none"> • Identification of essential standards • Disaggregation of CFA data • Design of station teaching lessons • Participation in professional learning activities about direct instruction 	<ul style="list-style-type: none"> -Lesson plans -Professional learning sign-in sheets -Observation notes 	<ul style="list-style-type: none"> -increased student learning on classroom assessments, MAP, and GMAS 	<ul style="list-style-type: none"> -Teachers -Teacher Support Specialist - Evaluators

Monitoring Actions of Implementation- Monthly Impact Points: Classroom learning walks conducted by support specialists; TKES evaluations

Estimated Cost, Funding Source and/or Resources: Professional learning oportuntities related to increasing teachers' knowledge of how to create effective assessments, so as to use the assessment data to better inform instruction- \$12,000