

## 2016-17 Cobb County School District Strategic Plan

Long Range Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<u>Key Actions:</u> actions as needed in each box.)	<u>Measured by:</u> (Formative)	<u>Owner(s):</u> <u>Needed:</u> and/or Summative)	<u>Resources</u> (List as many)	<u>Results Of Key Actions:</u> (Due June 15, 2016)	<u>Status:</u> NM = Not Met IP = In Progress M = Met
<b><i>Vary learning experiences to increase success in college and career pathways.</i></b>	<b><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></b>	Utilize data from CTLS to fully implement the six step data team process.	Evidence of instructional adjustment and evidence of growth through student achievement including Data Team/PLC minutes, and TKES observations/walkthroughs.	PLCs and Administrators	Six step data templates and PLC meeting minutes	Results from TKES Summative Assessments indicated that 97.8% of teachers at Vaughan received a level III or IV in Assessment Uses which provided evidence of teachers adjusting instruction.  Data teams met on the following days to set and analyze SMART goals based on student performance data:  August 4 <sup>th</sup> September 9 <sup>th</sup> October 6 <sup>th</sup> November 1 <sup>st</sup> February 1 <sup>st</sup> March 23 <sup>rd</sup> May 4 <sup>th</sup>	IP

<p>2. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Generate and analyze assessment data regularly to ensure that teachers meet individual student learning needs and adjust instruction as needed.</p>	<p>Formative Classroom Assessments results located in CTLS.</p>	<p>PLCs and Administrators</p>	<p>Formative Assessments for Subject Areas</p>	<p>Results from TKES Summative Assessments indicated that 97.8% of teachers at Vaughan received a level III or IV in Assessment Uses which provided evidence of teachers adjusting instruction.</p> <p>During the following dates, teachers met with their grade level teams to examine student data, set SMART goals, and discuss strategies to adjust instruction:</p> <p><b>August</b> 4<sup>th</sup>, 9<sup>th</sup>, 31<sup>st</sup></p> <p><b>September</b> 1<sup>st</sup>, 6<sup>th</sup></p> <p><b>October</b> 6<sup>th</sup>, 13<sup>th</sup></p> <p><b>November</b> 2<sup>nd</sup>, 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup></p> <p><b>December</b> 2<sup>nd</sup></p> <p><b>January</b> 3<sup>rd</sup>, 4<sup>th</sup>, 30<sup>th</sup></p> <p><b>February</b> 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup></p> <p><b>March</b> 9<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 23<sup>rd</sup></p> <p><b>April</b> 12<sup>th</sup>, 13<sup>th</sup>, 18<sup>th</sup></p> <p><b>May</b> 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup></p>	<p>IP</p>
<p>3. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>Implement collaboratively planned CTLS Touchstones in the classroom to accurately measure student progress and growth.</p>	<p>Formative Classroom Assessments and CTLS Touchstones</p>	<p>PLCs and Administrators</p>	<p>CTLS Touchstones for Subject Areas</p>	<p>Teachers administered Touchstones quarterly and reviewed results with grade level teams to examine and analyze student</p>	<p>IP</p>

							progress and growth.	
--	--	--	--	--	--	--	----------------------	--

	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide professional learning for all grades in the areas of differentiation and student engagement in writing, math, and reading. Specifically focusing on the use of guided reading and running records to monitor student reading progress.</p>	<p>Formative and Summative Assessments of the Professional Learning Program.</p>	<p>Teachers, PLCs and Administrators</p>	<p>Guided reading materials from the K-2 ELA adoption and Write Score for grades 3-5.</p>	<p>Professional learning on quarterly math planning, creating mini-lessons on phonics and comprehension, and guided instruction for all grade levels in phonics and comprehension were held on the following dates:</p> <p>August 8<sup>th</sup> September 6<sup>th</sup> October 13<sup>th</sup> November 10<sup>th</sup> December 2<sup>nd</sup> January 3<sup>rd</sup> February 9<sup>th</sup> March 9<sup>th</sup> April 13<sup>th</sup> May 11<sup>th</sup></p>	<p>IP</p>																																
	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide differentiated and leveled reading support for students who read below grade level DRA and/or Lexile score.</p> <p>Monitor individual student reading progress through running records, adjusting instructional strategies as needed in grades K2.</p> <p>Implement after school tutoring program in reading for grades 3-5.</p> <p>Hire a certified tutor who provides remediated reading instruction to students in grades 3-5</p> <p>Implement READ 180 and Systems 44 lab.</p>	<p>DRA Assessments, EOG, SRI, ELA Touchstones, IOWA</p>	<p>EIP Teachers, Classroom Teachers, Special Education Teachers, Certified Tutors, Administrators , and the Accelerated Intervention Team</p>	<p>DRAs for each grade level, EOG, digital SRIs, 20-day and EIP Instructional Funds, CTLS Touchstones, Read 180 resources, Streamlined Assessments in the Benchmark Literacy adoption, Professional Learning funds</p>	<p>Certified tutors worked with students during school hours beginning October 31<sup>st</sup> and ending on April 14<sup>th</sup>. Extended day tutors worked with students after school beginning February 6<sup>th</sup> and ending on April 13<sup>th</sup>.</p> <p>Lexile Results:</p> <table border="1" data-bbox="1688 1019 1955 1235"> <thead> <tr> <th colspan="4">Milestones Reading At or Above Grade Level</th> </tr> <tr> <th>Year</th> <th>15</th> <th>16</th> <th>17</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>87.7</td> <td>91.9</td> <td>92.3</td> </tr> <tr> <td>4<sup>th</sup></td> <td>77.8</td> <td>86.7</td> <td>87.8</td> </tr> <tr> <td>5<sup>th</sup></td> <td>88.5</td> <td>92.9</td> <td>88.4</td> </tr> <tr> <td>Avg.</td> <td>84.7</td> <td>90.5</td> <td>89.5</td> </tr> </tbody> </table> <p>RI Results:</p> <table border="1" data-bbox="1688 1300 1955 1479"> <thead> <tr> <th colspan="2">Reading Inventory Spring 2017 School-Wide Proficiency</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>37%</td> </tr> <tr> <td>Proficient</td> <td>40%</td> </tr> <tr> <td>Basic</td> <td>18%</td> </tr> </tbody> </table>	Milestones Reading At or Above Grade Level				Year	15	16	17	3 <sup>rd</sup>	87.7	91.9	92.3	4 <sup>th</sup>	77.8	86.7	87.8	5 <sup>th</sup>	88.5	92.9	88.4	Avg.	84.7	90.5	89.5	Reading Inventory Spring 2017 School-Wide Proficiency		Advanced	37%	Proficient	40%	Basic	18%	<p>IP</p>
Milestones Reading At or Above Grade Level																																							
Year	15	16	17																																				
3 <sup>rd</sup>	87.7	91.9	92.3																																				
4 <sup>th</sup>	77.8	86.7	87.8																																				
5 <sup>th</sup>	88.5	92.9	88.4																																				
Avg.	84.7	90.5	89.5																																				
Reading Inventory Spring 2017 School-Wide Proficiency																																							
Advanced	37%																																						
Proficient	40%																																						
Basic	18%																																						

						<table border="1"> <tr> <td>Below Basic</td> <td>6%</td> </tr> </table>	Below Basic	6%	
Below Basic	6%								

	<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Incorporate the use of Number Talk strategies in all grade levels to provide students with essential computing skills.</p> <p>Provide Talent Development/Enrichment for grades 3-5 through the use of Hands of Equations.</p> <p>Provide EIP support to all students performing below grade level in mathematics.</p> <p>Provide after school tutoring in Math in grades 3-5 and provide morning computer lab for students to work on math computation skills.</p>	<p>Ongoing Formative classroom assessments, Common grade level Quarterly Assessments, CTLS Touchstones, IOWA, SMI, EOG</p>	<p>Classroom Teachers, EIP Teachers, Special Educational Teachers, ALP Teachers, Administrators , Certified Tutors, and the Accelerated Intervention Team</p>	<p>Number Talk resources, Hands of Equation Kits, Common Formative Assessments, Digital SMI, 20-day and EIP Funds, and CTLS Touchstones</p>	<p>EOG Math Results:</p> <table border="1"> <tr> <th colspan="4">Milestones Math Achievement: Percent Proficient in Levels III and IV</th> </tr> <tr> <th>Year</th> <th>15</th> <th>16</th> <th>17</th> </tr> <tr> <td>3<sup>rd</sup></td> <td>54.3</td> <td>69.1</td> <td>65.4</td> </tr> <tr> <td>4<sup>th</sup></td> <td>55.5</td> <td>61.2</td> <td>74.1</td> </tr> <tr> <td>5<sup>th</sup></td> <td>60.3</td> <td>66.4</td> <td>57.2</td> </tr> <tr> <td>Avg.</td> <td>56.7</td> <td>65.6</td> <td>65.6</td> </tr> </table> <p>MI Results:</p> <table border="1"> <tr> <th colspan="2">Math Inventory Spring 2017 School-Wide Proficiency</th> </tr> <tr> <td>Advanced</td> <td>25%</td> </tr> <tr> <td>Proficient</td> <td>45%</td> </tr> <tr> <td>Basic</td> <td>22%</td> </tr> <tr> <td>Below Basic</td> <td>8%</td> </tr> </table> <p>Teachers collaboratively reviewed CTLS Touchstone data each quarter to adjust instruction.</p>	Milestones Math Achievement: Percent Proficient in Levels III and IV				Year	15	16	17	3 <sup>rd</sup>	54.3	69.1	65.4	4 <sup>th</sup>	55.5	61.2	74.1	5 <sup>th</sup>	60.3	66.4	57.2	Avg.	56.7	65.6	65.6	Math Inventory Spring 2017 School-Wide Proficiency		Advanced	25%	Proficient	45%	Basic	22%	Below Basic	8%	IP
Milestones Math Achievement: Percent Proficient in Levels III and IV																																									
Year	15	16	17																																						
3 <sup>rd</sup>	54.3	69.1	65.4																																						
4 <sup>th</sup>	55.5	61.2	74.1																																						
5 <sup>th</sup>	60.3	66.4	57.2																																						
Avg.	56.7	65.6	65.6																																						
Math Inventory Spring 2017 School-Wide Proficiency																																									
Advanced	25%																																								
Proficient	45%																																								
Basic	22%																																								
Below Basic	8%																																								

	<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Ensure that students have needed support and interventions in place through special education, EIP, RTI process, and Tutoring. Implementation of EOG Readiness Plan and the six step data team process to monitor student progress and identify students needing additional support/extensions.</p>	<p>Formative and Summative Assessments</p>	<p>School Counselors, EIP Teachers, Classroom Teachers, Certified Tutors, and Administrators</p>	<p>RTI strategies, EIP, and EOG Readiness Materials</p>	<table border="1"> <tr> <td colspan="2" data-bbox="1684 55 1953 164"> <p>Results: % of Students Passing at least 5 Content Areas (2016)</p> </td> </tr> <tr> <td data-bbox="1684 164 1822 217"> <p>Vaughan 99.4</p> </td> <td data-bbox="1822 164 1953 217"> <p>Cobb 92.7</p> </td> </tr> </table>	<p>Results: % of Students Passing at least 5 Content Areas (2016)</p>		<p>Vaughan 99.4</p>	<p>Cobb 92.7</p>	<p>IP</p>
<p>Results: % of Students Passing at least 5 Content Areas (2016)</p>											
<p>Vaughan 99.4</p>	<p>Cobb 92.7</p>										
	<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>										

Long Range Board Goal 2: *Differentiate resources for students based on needs.*

<b>Focus Area:</b>	<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed and/or (Due June 15, Summative)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b> <b>Needed:</b>	<b>Resources</b> <b>Of Key Actions:</b>	<b>Results</b> (in each box.) 2016)	<b>Status:</b> NM = Not Met IP = In Progress M = Met																																										
<b>Differentiate resources for students based on needs.</b>	Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	Support student learning through the STEM lab, EIP/lower class size, PALS (parent assisted learning), Read 180/Systems 44 Lab, PBIS	SRI, SMI, EOG, Touchstones	Teachers, school administration, PBIS team	District support through IE <sup>2</sup> waiver, PBIS training	<p>Read 180 Results:</p> <table border="1"> <tr> <td>Avg. Lexile in August</td> <td>Avg. Lexile in May</td> </tr> <tr> <td>176</td> <td>473</td> </tr> <tr> <td colspan="2">Lexile Increase of 297</td> </tr> </table> <p>EOG Math Results:</p> <table border="1"> <tr> <td colspan="4">Milestones Math Achievement: Percent Proficient in Levels III and IV</td> </tr> <tr> <td>Year</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>54.3</td> <td>69.1</td> <td>65.4</td> </tr> <tr> <td>4<sup>th</sup></td> <td>55.5</td> <td>61.2</td> <td>74.1</td> </tr> <tr> <td>5<sup>th</sup></td> <td>60.3</td> <td>66.4</td> <td>57.2</td> </tr> <tr> <td>Avg.</td> <td>56.7</td> <td>65.6</td> <td>65.6</td> </tr> </table> <p>EOG Science Results:</p> <table border="1"> <tr> <td colspan="4">Milestones Science Achievement: Percent Proficient in Levels III and IV</td> </tr> <tr> <td>Year</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>5<sup>th</sup></td> <td>55.1</td> <td>55.7</td> <td>59.0</td> </tr> </table> <p>During the school year, we maintained reduced class sizes in our EIP classrooms.</p>	Avg. Lexile in August	Avg. Lexile in May	176	473	Lexile Increase of 297		Milestones Math Achievement: Percent Proficient in Levels III and IV				Year	15	16	17	3 <sup>rd</sup>	54.3	69.1	65.4	4 <sup>th</sup>	55.5	61.2	74.1	5 <sup>th</sup>	60.3	66.4	57.2	Avg.	56.7	65.6	65.6	Milestones Science Achievement: Percent Proficient in Levels III and IV				Year	15	16	17	5 <sup>th</sup>	55.1	55.7	59.0	IP
Avg. Lexile in August	Avg. Lexile in May																																																
176	473																																																
Lexile Increase of 297																																																	
Milestones Math Achievement: Percent Proficient in Levels III and IV																																																	
Year	15	16	17																																														
3 <sup>rd</sup>	54.3	69.1	65.4																																														
4 <sup>th</sup>	55.5	61.2	74.1																																														
5 <sup>th</sup>	60.3	66.4	57.2																																														
Avg.	56.7	65.6	65.6																																														
Milestones Science Achievement: Percent Proficient in Levels III and IV																																																	
Year	15	16	17																																														
5 <sup>th</sup>	55.1	55.7	59.0																																														
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	N/A																																										

	<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation <b>(S)</b></li> </ol>	<p>Differentiate instruction based on reading Lexile level.</p> <p>Utilize Number Talks strategies, differentiated instruction, after school tutoring, and math lab support.</p> <p>Develop Career Portfolios</p>	<ol style="list-style-type: none"> <li>SRI, EOG Milestones, and READ 180/System 44 resources</li> <li>Common Grade level Quarterly Math Assessment, SMI, EOG, CTLS Touchstones</li> <li>Successful completion of career portfolios</li> </ol>	<p>Teachers, Counselors, Certified Tutors, and Administrators</p>	<p>Career portfolio materials, 20-day Funds, and Number Talks textbooks</p>	<p>Reading Results:</p> <table border="1"> <thead> <tr> <th colspan="4">Milestones Percent Reading At or Above Grade Level</th> </tr> <tr> <th>Year</th> <th>15</th> <th>16</th> <th>17</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>87.7</td> <td>91.9</td> <td>92.3</td> </tr> <tr> <td>4<sup>th</sup></td> <td>77.8</td> <td>86.7</td> <td>87.8</td> </tr> <tr> <td>5<sup>th</sup></td> <td>88.5</td> <td>92.9</td> <td>88.4</td> </tr> <tr> <td>Avg.</td> <td>84.7</td> <td>90.5</td> <td>89.5</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Reading Inventory Spring 2017 School-Wide Proficiency</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>37%</td> </tr> <tr> <td>Proficient</td> <td>40%</td> </tr> <tr> <td>Basic</td> <td>18%</td> </tr> <tr> <td>Below Basic</td> <td>6%</td> </tr> </tbody> </table> <p>Math Results:</p> <table border="1"> <thead> <tr> <th colspan="4">Milestones Math Achievement: Percent Proficient in Levels III and IV</th> </tr> <tr> <th>Year</th> <th>15</th> <th>16</th> <th>17</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>54.3</td> <td>69.1</td> <td>65.4</td> </tr> <tr> <td>4<sup>th</sup></td> <td>55.5</td> <td>61.2</td> <td>74.1</td> </tr> <tr> <td>5<sup>th</sup></td> <td>60.3</td> <td>66.4</td> <td>57.2</td> </tr> <tr> <td>Avg.</td> <td>56.7</td> <td>65.6</td> <td>65.6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Math Inventory Spring 2017 School-Wide Proficiency</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>25%</td> </tr> <tr> <td>Proficient</td> <td>45%</td> </tr> <tr> <td>Basic</td> <td>22%</td> </tr> <tr> <td>Below Basic</td> <td>8%</td> </tr> </tbody> </table> <p>100% of Vaughan's students completed the career portfolios.</p>	Milestones Percent Reading At or Above Grade Level				Year	15	16	17	3 <sup>rd</sup>	87.7	91.9	92.3	4 <sup>th</sup>	77.8	86.7	87.8	5 <sup>th</sup>	88.5	92.9	88.4	Avg.	84.7	90.5	89.5	Reading Inventory Spring 2017 School-Wide Proficiency		Advanced	37%	Proficient	40%	Basic	18%	Below Basic	6%	Milestones Math Achievement: Percent Proficient in Levels III and IV				Year	15	16	17	3 <sup>rd</sup>	54.3	69.1	65.4	4 <sup>th</sup>	55.5	61.2	74.1	5 <sup>th</sup>	60.3	66.4	57.2	Avg.	56.7	65.6	65.6	Math Inventory Spring 2017 School-Wide Proficiency		Advanced	25%	Proficient	45%	Basic	22%	Below Basic	8%	<p>IP</p>
Milestones Percent Reading At or Above Grade Level																																																																											
Year	15	16	17																																																																								
3 <sup>rd</sup>	87.7	91.9	92.3																																																																								
4 <sup>th</sup>	77.8	86.7	87.8																																																																								
5 <sup>th</sup>	88.5	92.9	88.4																																																																								
Avg.	84.7	90.5	89.5																																																																								
Reading Inventory Spring 2017 School-Wide Proficiency																																																																											
Advanced	37%																																																																										
Proficient	40%																																																																										
Basic	18%																																																																										
Below Basic	6%																																																																										
Milestones Math Achievement: Percent Proficient in Levels III and IV																																																																											
Year	15	16	17																																																																								
3 <sup>rd</sup>	54.3	69.1	65.4																																																																								
4 <sup>th</sup>	55.5	61.2	74.1																																																																								
5 <sup>th</sup>	60.3	66.4	57.2																																																																								
Avg.	56.7	65.6	65.6																																																																								
Math Inventory Spring 2017 School-Wide Proficiency																																																																											
Advanced	25%																																																																										
Proficient	45%																																																																										
Basic	22%																																																																										
Below Basic	8%																																																																										
	<p>Identify and provide resources to increase opportunities for advanced, onlevel, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. <b>(AD)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>																																																																				

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
---	--	--	--	--	--	--

Long Range Board Goal 3: *Develop stakeholder involvement to promote student success.*

<b>District Focus Areas and Priorities 2016-2019</b>		<b>2016-17 Aligned Actions and Measurements (Due June 30, 2015)</b>					<b><u>Focus Priority</u></b>
<b><u>Focus Area:</u></b>	<b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b><u>Key Actions:</u></b> (List as many actions as needed in each box.)	<b><u>Measured by:</u></b> (Formative and/or Summative)	<b><u>Owner(s):</u></b>	<b><u>Resources Needed:</u></b>	<b><u>Results of Key Actions:</u></b> (Due June 15, 2016)	<b><u>Status:</u></b> NM = Not Met IP = In Progress M = Met
<b>Develop stakeholder involvement to promote student success.</b>	Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Utilize and monitor results from AdvancED parent and staff surveys. Specifically, we will monitor the following items from the Teaching and Assessment: <i>All of my child's teachers meet his/her learning needs by individualizing instruction (parent survey- 81.9% positive) and All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students (staff survey- 75.2% positive)</i>	TKES walkthroughs and observations, AdvancED survey, GA parent and staff surveys,	Administrators & Classroom	Professional Learning focused on differentiated instruction	N/A – The AdvancED survey was not given this year.	IP



	<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Work collaboratively with the PTSA, Foundation and School Council to offer family events throughout the school year</p> <p>Plan and implement curriculum family and community nights sponsored by the Vaughan staff such as Math night, &amp; STEM night.</p>	<p>Advanced GA survey, GA parent survey</p>	<p>Administrator, Classroom Teachers, and School-wide Committees</p>	<p>N/A</p>	<p>Below are family and community events that occurred during the 2016-2017 school year:</p> <p><b>School Council Meetings:</b>  11/1/2016  1/11/2017  3/1/2017  5/3/2017</p> <p><b>PTSA General Meetings:</b>  8/11/2016  12/15/2016  2/16/2017  3/23/2017</p> <p><b>Health and Wellness Night:</b>  4/21/2017</p> <p><b>Fall Festival:</b>  10/7/2016</p> <p><b>Reindeer Run:</b>  12/10/2016</p> <p>Additionally, after school clubs met weekly, and parents volunteers to help with the PALS reading program to help students with reading fluency and comprehension.</p>	<p>IP</p>
--	---	--	---	--	------------	---	-----------

	<p><b>Other:</b>  (Priorities specific to school, division, or area. Can be multiple.)</p>						
--	--	--	--	--	--	--	--

Long Range Board Goal 4: **Recruit, hire, support and retain employees for the highest level of excellence.**

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2016-17 Aligned Actions and Measurements (Due June 30, 2015)</b>					<u><b>Focus Priority</b></u> <b>Status:</b> NM = Not Met IP = In Progress M = Met
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b> <b>Needed:</b>	<b>Resources</b> <b>Actions:</b>	<b>Results of Key</b> (List as (Due June 15, 2016))	
<b>Recruit, hire...</b>	Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Review applicants' previous TKES evaluations  Carefully and thoroughly check references  Ask applicants detailed questions related to all TKES standards	TKES	Administrators	N/A	<b>March 28<sup>th</sup>:</b> Attended CCSD Job Fair at Wheeler High School  Successfully hired 4 Highly Qualified teachers to fill vacancies.	IP
	Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Support and retain employees for highest levels of excellence.</b>	Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	N/A	N/A	N/A	N/A	N/A
	Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Implement professional learning that provides teachers with best practices for creating formative assessments and analyzing student progress data.	TKES Walkthroughs, Formative and Summative observation data, lesson/unit plans	Professional Learning Committee, Administrators, and Teachers	District provided CTLS support, Professional Learning Funds	Professional learning on quarterly math planning, creating mini-lessons on phonics and comprehension, and guided instruction for all grade levels in phonics and comprehension were held on the following dates:  August 8 <sup>th</sup> September 6 <sup>th</sup> October 13 <sup>th</sup>	IP

						November 10 <sup>th</sup> December 2 <sup>nd</sup> January 3 <sup>rd</sup> February 9 <sup>th</sup> March 9 <sup>th</sup> April 13 <sup>th</sup> May 11 <sup>th</sup>	
	Fully implement and evaluate state system of teacher and leaders evaluation ( <b>TKES and LKES</b> ).	N/A	N/A	N/A	N/A	N/A	N/A

	Use results of TKES and LKES to improve professional performance ( <b>IE<sup>2</sup></b> )	Observe and communicate feedback to staff members to ensure they meet the requirements embedded in the TKES and LKES standards.	TKES and LKES performance scores	Teachers and Administrators	TLE online platform	During the school year, we successfully completed the following:  <b>2 or more formative observations for each teacher</b>  <b>Walkthroughs for eligible staff members</b>  <b>Pre-Conferences:</b> August 1-5, 2016  <b>Mid-Year Conferences:</b> January 16-20, 2017  <b>Summative Conferences:</b> April 17 – May 8, 2017	IP
	<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						