



Timber Ridge Elementary 2017-18 Cobb Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p>2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>CTLS Assess, RI – MI, DRA, and classroom assessments will be utilized regularly to deliver FFAs in ELA, Math, Science, and Social Studies. The results from these assessments will be review in the collaborative data team where instruction will be adjusted to meet the needs of individual students.</p>	<p>Data Team meeting minutes, CT , Data Team protocol, FFAs results / Focus Students, RI-MI Reports</p>	<p>Teacher Leaders, Administration</p>	<p>Access to CTLS Assess, time, documents to provide evidence and plan for remediation or enrichment</p>	<p>See 2016-17 EoY SSP results</p>	
<p>2. 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)</p>	<p>CTLS Assess will be administered as mini- and full-Touchstone assessments in reading, math, science, and social studies to determine need for remediation / enrichment as determined by Data Team minutes.</p> <p>Delivery of Professional Learning by TTIS</p>	<p>Data Team meeting minutes, Collaborative Team observations, Plans for TimberWolf Time (Target Days)</p>	<p>Classroom Teachers, TTIS, Administration</p>	<p>Access to CTLS Assess, time, documents to provide evidence and plan for remediation or enrichment</p>	<p>See 2016-17 EoY SSP results</p>	
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Teachers will be contributing members of collaborative teams (CT) as grade levels, committee strands, content areas, and PLG study groups.</p>	<p>Observations, CT sign –in sheets, minutes, Presentations</p>	<p>Teacher Team Leaders (TLTs), Strand – Content – PLG Study Group Chairs</p>	<p>PL, book for book study, time for observations of other CTs, Charge for Outcome</p>	<p>See 2016-17 EoY SSP results</p>	

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4. Increase percentage of students reading on grade level. (S)
(Based on CCRPI Reading Scores)

Based on the 2017 CCRPI scores (EOG Achievement), our 3rd, 4th, and 5th grade students had an average on-grade level reading performance of 97.6%. In looking at 1st through 5th grades BoY RI scores, the percentage of students reading at the Proficient and Advanced levels is as follows:

Grade	Proficiency (P+A)
K	NA – Not Testing until Sep
1 st	48%
2 nd	52%
3 rd	77%
4 th	77%
5 th	93%

- Lexia Breakfast Club, RTI and SPED specialized instruction, Talent Development, small group reteaching, Timberwolf Time (Target Days)
- Identification and service to FOCUS students and MISSED OPPORTUNITY students.
- Use of System 44 and Read 180 as part of specially designed instruction for students with disabilities.

Milestones
EOG Reading
Data, BoY RI
Data, IEP
progress

Teacher
Teams,
Teacher
Leaders,
Administration.
EIP / RTI
instructors,
ESOL, IRR –
Co-Taught
Instructors,
Extended
Day
Teachers,
IRR
Teachers

Lexia, MyOn, EL
Reading Units,
Small Group
Reteaching,
Talent
Development,
CARS/STARS, 20-
Day Funds,
Moby Max,
System 44 /
Read 180

See 2016-17
EoY SSP
results

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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Based on the 2017 CCRPI scores (EOG Achievement), our 3rd, 4th, and 5th grade students had an average on-grade level math performance of <u>77.1%</u>. In looking at 1st through 5th grades BoY MI scores, the percentage of students working in math at the Proficient and Advanced levels is as follows:</p> <table border="1" data-bbox="632 407 1106 646"> <thead> <tr> <th>Grade</th> <th>Proficiency (P+A)</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA – Not Testing until Sep</td> </tr> <tr> <td>1st</td> <td>22%</td> </tr> <tr> <td>2nd</td> <td>31%</td> </tr> <tr> <td>3rd</td> <td>8%</td> </tr> <tr> <td>4th</td> <td>14%</td> </tr> <tr> <td>5th</td> <td>61%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • DreamBox, RTI and SPED specialized instruction, Talent Development, small group reteaching, Timberwolf Time (Target Days) • Identification and service to FOCUS students and MISSED OPPORTUNITY students 	Grade	Proficiency (P+A)	K	NA – Not Testing until Sep	1 st	22%	2 nd	31%	3 rd	8%	4 th	14%	5 th	61%	<p>Milestones EOG Math Data, BoY MI Data</p>	<p>Teacher Teams, Teacher Leaders, Administration. EIP / RTI instructors, ESOL, IRR – Co-Taught Instructors, Extended Day Teachers</p>	<p>DreamBox, Small Group Reteaching, Talent Development CARS/STARS, 20- Day Funds, Moby Max</p>	<p>See 2016-17 EoY SSP results</p>	
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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Implement the RTI process and conduct frequent parent-teacher conferences with students who consistently demonstrate below grade level expectations.</p> <p>Implement the new CCSD Promotion / Retention Policy / Procedure</p> <p>Implement the RTI Process, meeting monthly to discuss Tier 2 and 3 students; Tier 1 students will be discussed in Collaborative Data Team</p>	<p>RTI Data, RI- MI Data, EOG, Touchstones / FFAS</p>	<p>Administrati on, RTI Instructiona l Team,</p>		<p>See 2016-17 EoY SSP results</p>															

7. Other:
(Priorities specific to school.)

Writing Metrics – 2017 EOG ELA Milestones

Grade	WR/LANG	Narrative WR
3 rd	2.1	1.5
4 th	2.5	2.2
5 th	2.3	2.0

Writing Metrics – 2017 EOG ELA Milestones

Grade	Ideas	Usage
3 rd	2.1 / 4.0	2.0 / 3.0
4 th	2.3 / 4.0	2.2 / 3.0
5 th	2.5 / 4.0	2.4 / 3.0

Writing for Publication (process writing) will be the focus for the school's

Professional Learning:

- Luz Montanez, CCSD Teaching and Learning, will be presenting FIVE Professional Learning sessions (OCT – FEB) with monthly follow-up coaching / feedback sessions;
- Team Leaders will receive articles and the book, *The Writing Resource Book*;
- A review of writing exemplars from Appendix C of Common Core State Standards;
- Training on Student Writing Analysis and use of scoring guides.

Implement a grammar and writing mechanics program to improve students' ability to edit writing.

Writing to Demonstrate Learning (constructed response) will be trained and a common standard for answering CRQs will be developed.

- Students in grades K, 1, and 2 will begin writing sentences (K), multiple sentences (1st), and short paragraphs (2nd) to answer CRQs as assessments for standards of DOK 2 and higher.



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	<ul style="list-style-type: none"> - Students in grades 3, 4, and 5 will use CRQs in reading and math once per week, along with a scoring guide. - CRQs will be blind-scored in the second semester and work analyzed to inform instruction. 					
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Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	<p>Use Lexia and DreamBox Breakfast Clubs before the start of school to allow extra time for students to practice skills acquisition in areas determined as deficits by the RI and MI.</p> <p>Implement the newly developed school behavior plan of ROPES which focuses on RESPECT. Frequent reminders via classroom discussion / disciplinary conversations, and announcement will be used along with ROPES checks in common areas.</p>	<p>Lexia and DreamBox Usage Reports, RI and MI Data</p> <p>Reduction in office discipline referrals</p>	<p>Computer Lab Assistant, Principal</p> <p>Classroom teachers, Program committee, counselors</p>	<p>Lexia, DreamBox</p> <p>ROPES contracts, Vinyl ROPES banners in common areas, classroom ROPES posters</p>	<p>See 2016-17 SSP Results</p>	



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<p>Provide targeted resources for students:</p> <p>1. Not reading on grade level (Lexile)</p> <p>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</p> <p>3. Not on-track for graduation (S)</p>	<p>1. Use 20-Day funds to provide extra support to students working below expectations in reading and math; implement System 44 / Read 180 for SWD, Lexia / DreamBox; Monitor RTI progress</p> <p>2. Use MI data to determine FOCUS and Missed Opportunity students who need additional classroom support (Tier 1 / 2), use of DreamBox, Use Touchstones Data, Lexia / DreamBox, Classroom Assessment</p> <p>3. Determine Readiness levels by increasing Lexile levels to increase rigor for all students, inform teachers of the expectation to move 25 Lexiles higher each 9-weeks period</p>	<p>Pre- and Post-Assessments results from Extended Day program, Measuring Up or Ready Georgia resources</p> <p>MI data to identify targeted students, classroom assessments, Touchstones</p> <p>RI, MI, CTLS Assess / Touchstones, RTI Data</p>	<p>Administration, Special Education Team</p> <p>Principal, Teacher Leaders, RTI team, Classroom Teachers</p> <p>Classroom teachers, team leaders, administration, RTI support staff</p>	<p>System 44, Read 180, Extended Day Resources , RTI data</p> <p>CTLS Touchstones , DreamBox</p> <p>20-Day Funds, System 44, Read 180, RTI funds</p>	<p>See 2016-17 SSP results</p>	
<p>Other: (Priorities specific to school.)</p>	<p>Incorporate AC classes in ELA and math in 4th grade and AC ELA classes in 5th grade for the 17-18 school year; Add AC Math in 5th grade for the 18-19 school year.</p>	<p>AC-eligible assessments, Milestones, IOWA, CogAt</p>	<p>Administration, AC Teachers, District ALP Supervisor, Target Team</p>	<p>Local Funds</p>	<p>See 2016-17 SSP results</p>	



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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p>2017-18 Aligned Actions and Measurements (<u>Current School Year Plan and Evaluation of previous year's plan due September 1</u>)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (<u>Due September 1</u>)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>



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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Conduct an analysis of survey results from teacher and parent stakeholders. Develop an action plan for items that merit improvement.</p> <p>Actively participate in the Timber Ridge PTA to communicate areas of need for support to enhance our instructional environment. The PTA sponsors activities that are key to the school's culture / climate (International Festival, Celebrate Families, Staff Appreciation, Fall Carnival) and I will be serving as the REFLECTIONS committee chair for this year. PTA serves as a funding source for upgrades to our school facility and grounds.</p> <p>Actively participate in the Timber Ridge Foundation to communicate areas of need for support to enhance our instructional program (academic). The Foundation sponsors activities that are key to the school's culture / climate (donation drive, Ridge Run, Staff Appreciation, Monster Mash). The Foundation serves as a funding source to provide teachers with the resources and materials needed.</p> <p>Conduct 5 School Council meetings</p>	<p>Results from Surveys (ratings, comments)</p> <p>Feedback from the organization throughout the year</p> <p>Feedback from the organization throughout the year</p> <p>Minutes and Agenda Packet</p>	<p>Cobb County Schools</p> <p>Admin and PTA Executive Council</p> <p>Admin and Foundation Board</p> <p>Principal, School Council Members</p>	<p>NA</p> <p>PTA Funds</p> <p>Foundation Funds</p> <p>School Funds</p>	<p>See 2016-17 SSP results</p> <p>More active participation on executive council work; (EXEC Council meetings were held in parent homes and I chose not to attend those meetings). Attended all PTA after school activities.</p> <p>I was very active with the TR Foundation last year, attending every event and meeting.</p> <p>Last year, I conducted 7 School Council meetings to review key components outlined in GA state statutes and regulations</p>
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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Develop a minimum of TWO school programs for parents and students to attend together. The two programs will include STEM and Math.</p>	<p>Parent Sign-In sheets, social media evidence, packets / activities</p>	<p>STEM and Math committee members, Admin</p>	<p>School Funds</p>	<p>Last year, we did not conduct any formal parent workshops or special nights for parents to be educated.</p>	
<p>Other: (Priorities specific to school.)</p>	<p>Communication:</p> <p>Communicate with faculty and staff members weekly with the “THIS AND THAT” Newsletter</p> <p>School Website – The school FINALLY has a new website (after one year of working with district) and will keep the information current. Parents will be encouraged to get needed information from the site.</p> <p>Twitter – Encourage teachers to post school events, classroom activities, STEM, and other special occurrences.</p>	<p>Copies of newsletters</p> <p>Website Updates</p> <p>Tweets</p>	<p>Principal / Administration</p> <p>School Webmaster</p> <p>Teachers, parents, admin</p>	<p>NA</p> <p>Time</p> <p>NA</p>	<p>I began the development of the newsletter at the end of the year and will continue throughout this school year.</p> <p>Last year’s website was not attractive and the new website reflects the high standards that we hold for TR and its community.</p> <p>The Twitter handle (@es_ridge) was just developed in the spring and several teachers tweet regularly.</p>	



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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Teacher Induction Program</p> <ul style="list-style-type: none"> - Develop a Teacher Induction Program for teachers (a) new to teaching, and (b) new to teaching at Timber Ridge. - This Induction Program will include monthly seminars addressing the TEN TKES standards. Teachers will be engaged in this seminar through: <ul style="list-style-type: none"> - reading professional literature; - book studies; - projects / demonstrations; - discussions; - reflections; - meetings with mentor and resource teachers - needs assessments; and, - evaluations 	<p>Agendas, sign-in sheets, projects, written reflections, needs assessment, evaluation</p>	<p>Assistant Principal</p>	<p>School-Focused Staff Development Funds, General School Funds</p>	<p>NA – There was no Teacher induction Program at Timber Ridge when I arrived.</p>	
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Conduct Pre-Evaluation Conference by reviewing teacher self-evaluation and determining learning needs based on interest, self-evaluation, school / district need, or ratings from 16-17 TKES program.</p>	<p>TKES Data, Professional Learning Goals, Self-Evaluations, SSP</p>	<p>Admin</p>	<p>Funds from School-Focused Staff Development</p>	<p>The full TKES process was completed with each teacher last year. This year, the previous year's TKES evaluation is driving PLGs.</p>	



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Other: (Specific to school.)	Support teachers who are new to Timber Ridge or teaching in general to further advance their lifelong learning through participation in the CCSD endorsement programs (math specialist, science specialist, STEM endorsement, gifted endorsement, etc.)	Enrollment in district endorsement programs	Admin	Foundation Funds, School-Focused Staff Development	Last year, 15+ teachers completed the Gifted Endorsement course through Metro RESA.	
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