

<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Organize</p> <ul style="list-style-type: none"> generate common assessments aligned to standards integrate the use of CTLS and iRespond in math and language arts Proof of concept Goal setting aligned with SSP and school-wide data <p>Examine</p> <ul style="list-style-type: none"> examine and understand standards ascertain student strengths and weaknesses through CTLS performance monitoring <p>Adjust</p> <ul style="list-style-type: none"> extend instruction based on student need <p>Monitoring Data</p> <ul style="list-style-type: none"> utilize the 5-Step data team process to monitor student progress toward meeting or exceeding grade level math standards specialized Primary/ Intermediate data teams 	<ul style="list-style-type: none"> Pre and post-tests Performance-based tasks informal assessments Teacher observation On-going data collection Guided instruction through core content areas RI & MI assessments 3 times per year Goal setting monitoring 	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers District Wide CTLS Trainer</p>	<p>Data spreadsheet, pre and post assessments, performance-based tasks; collaboration time</p>	<ul style="list-style-type: none"> K-5 RI & MI Scores (Increased by 3-7% growth) 1st -134.86% - 23.6 points 2nd -175.97% - 49.8 points 3rd - 34.97 % - 19.9 points 4th - 22.17 % - 13.1 points 5th - 45.32 % - 24.2 points Georgia Milestone Test results for 3rd, 4th, 5th. (Increase by 3-7% growth) Reading increased by - 2.37% - 1.9 points Math increased by - 16.53% - 11.7 points CCRPI Building Score (Increased by 3-7% growth) (Final score yet to be determined by State) GKIDS ELA Total increased by - 7.73% - 6 points Math Total increased by - 9.56% - 8 points Access Testing 	<p>M</p> <p>NM</p> <p>M</p> <p>IP</p> <p>M</p> <p>M</p> <p>DNM</p>
<p><i>3. 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>	<ul style="list-style-type: none"> utilize common formative assessments through CTLS administer assessments regularly and adjust lessons based on student progress promote guided instruction through core content areas employ engaging differentiated instruction 	<ul style="list-style-type: none"> Assessment Data CTLS Universal Screener Data Team Minutes 	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Student Performance Tab in CTLS, pre and post assessments, collaboration time</p>	<ul style="list-style-type: none"> CTLS -100% of regular education certified teachers utilized CTLS for assessment purposes Used certified tutors to assist with students not meeting standards in grades 3, 4, and 5. October - May 	<p>M</p> <p>M</p>

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Teacher professional learning needs are met through these actions:</p> <ul style="list-style-type: none"> • professional learning provided by district level content specialists • professional learning provided by administration at staff meetings and grade-level meetings • professional learning provided monthly by the professional learning community through the Lighthouse Leadership Team • individual professional learning based on teacher interest and need • professional learning through peer support and training • professional learning recommended or required through the TKES portal • Six steps of the data team process: professional learning aligned with Cobb Teaching and Learning Math Standards. 	<p>School improvement survey, walk-throughs, TKES, student achievement</p>	<p>C & I, Lighthouse Leadership Team, Teacher Leaders, Administration</p>	<p>Human resources, survey, continued offerings and access to learning opportunities through the county and outside sources, content assessments, teacher-leaders on staff</p>	<ul style="list-style-type: none"> • Staff trained on CTLS • Collaborative Planning sessions on a weekly basis • Workshop Model Training 	<p>M M DNM</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015 Reading Scores)</p>	<p>School goal is to increase our students reading on grade-level from 82% to 85%. Actions:</p> <ul style="list-style-type: none"> • promote school-wide nightly reading • monitor readers workshop/guided reading • incorporate lessons provided by media specialist and counselors • coach and incorporate strategies provided by district level reading specialists • track individual Lexile levels • integrate reading across all content areas • encourage summer reading programs • initiate school-wide innovative reading incentives • adopt schedules aligned for greater teacher support to increase reading • promote school PTA funded reading resources 	<p>DRA, Georgia Milestones Assessment, RI, data spreadsheet, CTLS common assessments, Reading logs</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Access to Universal Screener, Universal Screener training, staff buy-in for innovative incentives, media center specialist, K-2 Newly adoption Training, Workshop Model Training</p>	<ul style="list-style-type: none"> • Students were encouraged to read for (K-2) 20 minutes (3-5) 30 minutes each night with an adult • Promoted Scholastic Summer Reading, Six Flags Reading Program • Promoted AR • Read 180 and System 44 • Utilized student leadership data notebooks 	<p>M M M M IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>School goal is to increase student proficiency from 69% to 72%. Actions:</p> <ul style="list-style-type: none"> • schedules aligned for greater teacher support to increase math scores • implementation of the data team process • professional learning led by district math specialist, local teacher leaders, and administration • use of Georgia Frameworks as a tool to drive instruction (Frameworks Friday) • use of CTLS and Cobb County created assessments (TouchStones) to track to performance and provide differentiation • grade level data displays • 1st-5th First in Math school wide competition 	<p>Georgia Milestones Assessment, MI, data spreadsheet, standardized tests, innovative math initiatives, performance-based tasks, constructed response, guided math models</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Formative and summative assessments, data spreadsheet, staff buy-in for innovative initiatives, time for data team collaboration</p>	<ul style="list-style-type: none"> • School-wide SPED schedules to aligned with classes • Created common grade level math assessments • Attended math trainings offered through the county • Touchstone post-scores in CTLS updated quarterly • Met with data teams to analyze data • Utilized and promoted First in Math • Utilized student leadership data notebooks 	<p>M M M M M M IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • professional learning to ensure best practices are being used • data tracking • RTI process • tutoring • parent communication • initiatives to increase student achievement in reading • Leader in Me 	<p>Measured by behavioral referrals, quarterly progress reports, report cards</p>	<p>Classroom teachers, , SPED teachers, ESOL teachers, Administration, ALP teachers, counselors, stakeholders</p>	<p>RTI team, continued professional learning, Reading initiative</p>	<p>-Completion Rate K: 99% 1st: 100% 2nd: 99% 3rd: 100% 4th: 100% 5th: 100%</p>	<p>M</p>
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<p>School goal is to increase student proficiency in writing across grade levels according to standards and rubrics. Actions:</p> <ul style="list-style-type: none"> • provide teacher support and trainings in workshop models • explicit use of Instructional Frameworks models • development of common writing prompts, with district rubrics and collaborative scoring • monitor student proficiency in writing 	<p>Student growth as measured by writing pre/post prompts</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Formative and summative assessments, data spreadsheet, time for data team collaboration, Lucy Calkins units of study</p>	<ul style="list-style-type: none"> • Narrative pre- and post-in progress • Use of workshop model(consistent across grade levels) 	<p>IP IP</p>

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</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: (<u>Due June 30, 2017</u>)</p>	

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Our school will implement the following:</p> <ul style="list-style-type: none"> • School-wide Number Talks and focused math fluency time • Possible Certified Tutors • Increase students' ability to problem solve and think critically through researched based math problem solving strategies • ESL/SPED dual instruction 	<p>Increased student achievement as evidence through data collection Increase in scores # of students exiting ESOL EOG</p>	<p>Classroom teachers, EIP teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>		<ul style="list-style-type: none"> • Conducted daily Number Talks • STEM Day and Night was held in May • 100% of staff trained in Leader in Me • Proof of Concept school for TKES goal setting • CTLS and iRespond used on a consistent basis • Learning Commons 	<p>M M M M M IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2015 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)</p>	<p>1. EIP, ESOL, tutoring, Universal Reading Screener, classroom remediation, System 44 and Read 180, individualized learning plan to address student's deficiencies</p> <p>2. EIP, tutoring, classroom remediation, Math Talks, School Wide Math Fluency</p> <p>3. RTI, tutoring, Leader in Me</p>	<p>data collection</p> <p>Students becoming proficient as it relates to grade level academic standards</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration</p>	<p>funding for tutoring program (20 Day Funds), specific research-based best practices to address students' various learning goals</p>	<ul style="list-style-type: none"> • Tutors in October for grades 3-5 • Continued with EIP models (reduced class) • ESOL push-in and pull-out model on a daily basis • daily usage of number talks 	<p>M M M M</p>
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Other: Writing (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase writing proficiency across the domains. Integrate writing across all core content areas.</p>	<p>CCSD writing rubric, constructed response rubric</p>	<p>Classroom teachers, EIP teachers, SPED teachers, ESOL teachers, Administration</p>		<ul style="list-style-type: none"> • Lucy Caulkins materials • Common writing rubric across grade levels • Writers' Workshop • Writing across content areas encouraged through math journals and science journals 	<p>M M IP IP</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>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</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: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Seek and evaluate stakeholder input through surveys and school council. Involve all stakeholders in critical processes through involvement with the school PTA, PTA sponsored community events, School Foundation, School Foundation sponsored community events, All-Pro Dads, Cobb Sheriffs' Department and involvement from our Partners in Education.</p>	<p>Feedback questionnaires, Survey Monkey, Informal interviews, Meeting notes, Surveys, Georgia Parent Survey for CCRPI, LKES</p>	<p>All stakeholders</p>	<p>Data from stakeholders' surveys</p>	<ul style="list-style-type: none"> CCRPI Climate Score of 91.5 (Increase score to 94.5 by June 30, 2017) Score not released 	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> Parenting training on the 7 Habits of Highly Effective People Increase the number of call outs, text messages, and emails to notify parents of events and improve involvement Counselor training for parents All Pro Dad 	<p>Surveys, number of events</p>	<p>counselors, Administration, parents</p>	<p>7 Habits Training for administration and counselor</p>	<p>Increased parental involvement from previous years</p>	<p>M</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u></p>					
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <p>Attend local job fairs, staff recommendations, hosting student teachers, interview by committee</p>	<p>Measured by:</p> <p>Student achievement, teacher certification, TKES, references, prior evaluations</p>	<p>Owner(s):</p> <p>Administration, School Improvement Team</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <ul style="list-style-type: none"> Recruited KSU student interns Attended CCSD job fair Consistently screened highly qualified applicants Hiring committee / administrators and teachers 	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p> <p>M M M M</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <p>Attend local job fairs, staff recommendations, hosting student teachers, interview by committee</p>	<p>Measured by:</p> <p>Student achievement, teacher certification, TKES, references, prior evaluations</p>	<p>Owner(s):</p> <p>Administration, School Improvement Team</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <ul style="list-style-type: none"> Recruited KSU student interns Attended CCSD job fair Consistently screened highly qualified applicants Hiring committee / administrators and teachers 	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p> <p>M M M M</p>

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. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	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. (AD)	Provide continued quality professional learning opportunities, data teams, student progress monitored, professional learning team, teacher mentors, peer coaching, and teacher collaboration. Provide teachers with opportunities to deeply explore grade level requirements and standards through super common planning time.	Student achievement, TKES, PLUs	C & I, Professional Learning Community, School Light House Team, Administration	Collaborative super planning time	<ul style="list-style-type: none"> Trained in CTLS and iRespond with Mark Tartaro Implemented Data teams Implemented PLCs Mentored teachers Coached peers Collaborative Planning TSS Mentors ESOL trained 	M M IP M M M M
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	<ul style="list-style-type: none"> Use conference feedback to monitor, refine, and improve classroom performance. Set year-long goals to improve professional performance (Proof of Concept). 	TKES and LKES Proof of Concept Goal Setting	Administration Parent Surveys		<ul style="list-style-type: none"> TKES Goals (Proof of Concept) Pre, Mid-Year, and summative conferences held 	M M
Other: (Specific to school, division, or area. Can be more than one.)						