

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Implement CTLS with fidelity</p> <p>Administer SLOs, grade level common formative assessments, SRI/SMI, DRAs</p> <p>Meet in grade level data and RTI teams (for reading and math) to analyze student progress, organize and adjust instruction based on data results</p> <p>Implement additional small group reading instruction for lowest performing students with EIP teachers and 20 Day Funds</p> <p>Design professional learning experiences to enhance instructional practices</p>	<p>Data team and RTI meetings with admin to review results of assessments (common formative, DRAs, report cards, GA Milestones, SLOs, SRI, SMI)</p> <p>Lesson plan reviews</p> <p>CTLS use</p> <p>TKES ratings</p>	<p>Administration, all teachers</p>	<p>20 Day Funds, data team rubric, Professional Learning: CTLS, RTI, PBIS, and behavior interventions/stategies</p>	<p>Teachers worked in grade level teams to plan content areas, implementation strategies, and ways for monitoring student progress and then adjusted instruction accordingly.</p> <p>We offered both the Extended Day Tutoring program as well as brought in tutors during the school day.</p> <p>Lesson Plans were reviewed monthly – Oncourse Lesson Planner.</p> <p>We increased the number of EIP reduced model classrooms.</p> <p>We began using the Systems 44 and Read 180 Reading program for EIP 2nd-5th EIP students.</p> <p>Implemented the district-wide Universal Screener in Reading and Math, K-5th.</p>	<p>IP</p>
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<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>	<p>Create and deliver common formative assessments in math, reading, and writing</p> <p>Provide scheduled times for grade level data and RTI teams to meet and analyze assessment data and adjust instruction based on results</p> <p>Provide collaborative planning days for teachers (1/2 day planning sessions each quarter and Super Specials each month)</p>	<p>Teacher created common assessments</p> <p>Team minutes</p> <p>Increased percentage of students meeting and exceeding standards as measured by common summative assessments</p> <p>Review documentation of data team results and strategies implemented</p> <p>TKES ratings</p>	<p>Administration, all teachers</p>	<p>Funds for substitute teachers</p>	<p>Common Formative Assessments beyond SLOs, CTLS Touchstones, RI/MI, will be developed in the 17/18 school year as part of the Data Team process.</p> <p>RTI met regularly between grade level teams, counselors, and administration.</p> <p>Super Specials were held monthly and ½ Day Planning sessions were held quarterly.</p>	<p>IP</p>
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<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Deliver professional learning on RTI strategies/interventions and data teaming</p> <p>Deliver professional learning on PBIS and implement with fidelity</p> <p>Target the movement of students from does not meet to meets and meets to exceeds</p>	<p>Lesson plans</p> <p>RTI meetings and RTI Portal</p> <p>Increased student achievement on the GA Milestones</p> <p>TKES ratings</p> <p>PBIS team meetings and minutes</p> <p>Summary reports from SWIS (School-Wide Information System)</p>	<p>Administration, all teachers</p>	<p>Tuesday staff meetings, PBIS Coach, behavior specialists, school counselors, school psychologist</p>	<p>Worked with district officials for professional development sessions regarding RTI- strategies, the portal functionality, etc.</p> <p>Worked with Kelly McNabb to provide PBIS training to the staff. Rebuilt, Re-established, rebranded PBIS Team with new Coach, Team Leader, and many new members. Many members attended Booster Training.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Submit DRA and SRI records</p> <p>Continue RTI and Special Education strategies for student below grade level</p> <p>Utilize EIP services using System 44 and Read 180</p> <p>Teach phonics instruction in reading, writing, and spelling</p> <p>Implement Extended Day Tutoring 3rd – 5</p> <p>Identify students in our bottom quartile on GA Milestones ELA</p>	<p>Review data sheets for student growth (DRA, SRI, common formative assessments)</p> <p>Report cards</p> <p>GA Milestones</p> <p>SLOs</p> <p>TKES</p>	<p>Administration, all teachers</p>	<p>20 Day Funds, System 44, Read 180, Desktop computers in EIP self-contained classrooms</p>	<p>We offered both the Extended Day Tutoring program as well as brought in tutors during the school day</p> <p>Increased the number of EIP reduced model classrooms</p> <p>Began implementation of the Systems 44/Read 180 Reading program</p> <p>Implemented the district-wide Universal Screener in Reading and Math, K-5th.</p>	<p>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>Fully implement literacy in math problem solving</p> <p>Fully implement number talks</p> <p>Balance teaching and learning between computation and process</p> <p>Continue RTI and Special Education strategies for student below grade level</p> <p>Implement Extended Day Tutoring 3rd – 5</p> <p>Identify students in our bottom quartile on GA Milestones ELA</p>	<p>Review data sheets for student growth (SMI, common formative assessments)</p> <p>Report cards</p> <p>GA Milestones</p> <p>SLOs</p> <p>TKES</p>	<p>Administration, all teachers</p>	<p>20 Day Funds</p>	<p>Implemented Extended Day Tutoring</p> <p>Continued the use of Number Talks</p> <p>Continued implementation of Guided Math</p> <p>Continued best practices with RtI</p> <p>Students in bottom quartiles were identified and targeted with specific learning strategies</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Identify students early</p> <p>Utilize the Data team and RTI process for collaborating about, implementing and monitoring student interventions and strategies</p> <p>Develop partnerships with families of struggling learners</p>	<p>Utilize results of SLOs, common formative assessments, DRA, SRI, SMI, and other assessments to identify and monitor student progress</p> <p>RTI data</p> <p>Progress reports and report cards</p>	<p>Administration, all teachers, school counselors</p>	<p>Administration, all teachers, school counselors</p>	<p>Implemented Extended Day Tutoring</p> <p>Continued best practices with RtI</p>	
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></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 (Due September 1, 2016)</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><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implement Dual Language Immersion English/Spanish for K</p> <p>Implement PBIS</p> <p>Continue developing the innovative Learning Commons with interactive learning activities</p> <p>Provide Talent Development for all grade levels</p>	<p>SLOs, student conversation</p> <p>Decrease in office referrals</p> <p>Increase in use of this space and different kinds of uses</p> <p>Increase number of students qualifying for gifted services</p>	<p>Administration, all teachers, media specialist, PBIS Coach</p>	<p>Funds from PTA and Foundation</p>	<p>Implemented a highly successful year with Dual Language Immersion for K and developed and hosted two District-wide meetings for creating common procedures among all CCSD DLI schools/programs</p>	<p>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</p> <ol style="list-style-type: none"> 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S) 	<ol style="list-style-type: none"> 1. Use 20 Day funding for reading tutors in grades 3-5 for targeted students; implement new reading adoption; implement System 44/Read 180 2. Use 20 Day funding for math tutors in grades 3-5 for targeted students 3. Gather and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment 	<p>System 44/Read 180, SRI, DRA, GAM, CFA</p> <p>SMI, CFA</p> <p>RTI Portal, IEPs</p>	<p>Administration, all teachers</p>	<p>SRI, DRA, SMI, CFA, CTLS, RTI Portal, 20 Day funds</p>	<p>Reading Implemented Systems44; implemented Guided Reading; SRI (district-wide screener); Extended Day Tutoring</p> <p>Math Implemented Guided Math; Number Talks; Extended Day Tutoring; SMI (district-wide screener)</p>	<p>IP</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: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

*District Focus Priorities
2016-2019*

N/2016-17 Aligned Actions and Measurements
(Due September 1, 2016)

<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 analyze parent input through: conference week surveys, Survey of SACS, Georgia Parent Survey, School Council, PTA, Foundation, emails, phone calls, and meetings</p> <p>Implement weekly communication through school website, PTA, Foundation, teacher blogs, phone call out-Braves Bulletin,-Fridays at 4pm and email blast called The Beat</p>	<p>SACS surveys, LKES surveys, conference week input, PTA, Foundation, and School Council meeting minutes</p>	<p>Administration, all teachers, parent led entities</p>	<p>Call out system, email</p>	<p>Continued implementation and partnership with Partners in Ed</p> <p>Continued active School Council, Foundation, and PTA</p> <p>Reviewed TKES, LKES, CCRPI Climate surveys to identify areas of strength and areas for improvement</p> <p>Regularly sought input from stakeholder groups on school climate and critical school processes</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Establish a culture where parent involvement is a regular, two-way and meaningful communication about student learning and other school activities, including: assisting in their child’s learning; being actively involved in their child’s education at school; serving as full partners in their child’s education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities</p>	<p>Parent surveys, PTA/Foundation/ School Council participation</p>	<p>Administration, all teachers, parent organizations: PTA, Foundation, School Council</p>	<p>N/A</p>	<p>Continued implementation and partnership with Partners in Ed</p> <p>Continued active School Council, Foundation, and PTA</p> <p>Reviewed TKES, LKES, CCRPI Climate surveys to identify areas of strength and areas for improvement</p> <p>Regularly sought input from stakeholder groups on school climate and critical school processes</p>	<p>IP</p>

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						
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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>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p>Focus Priority Status: 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: (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend all CCSD job fairs, hire and retain highly qualified teachers through an organized interview process, provide mentor support to new staff members</p>	<p>Teacher retention data and staff surveys</p>	<p>Administration</p>	<p>N/A</p>	<p>Administration attended the district Job Fair</p> <p>Utilized TalentEd to review teacher candidates and completed a thorough interview process to hire highly effective staff members</p> <p>Assigned a mentor teacher to new teachers and provided specific support from our administrative team and teacher leaders</p>	<p>IP</p>
<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)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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 regularly scheduled team planning, ½ day planning sessions, Super Specials, PL opportunities, TKES commentary	Walkthroughs and Formative observations	Administration and all teachers	N/A	Participated in CCSD's professional learning for FFAS and CTLS implementation to analyze student performance data to inform, adjust and enhance instruction Implemented a school wide schedule to support regular collaborative team planning Promoted participation in various professional learning opportunities provided by CCSD Math, ELA and Science departments	IP
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)	Provide quality feedback in the TKES platform and through conferencing; work with those staff members on a Remediation Plan	Formative Survey Data	Administration and all teachers	N/A	Conferenced with all teachers and teams regarding school wide and individual observations using the TKES formative measures; identified areas of strength and focus areas Monitored student growth data using various measurements	IP
Other: (Specific to school, division, or area. Can be more than one.)						