

Rocky Mount Elementary

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						<u><i>Focus Priority</i></u>
<u><i>Focus Area:</i></u>	<u><i>Focus Priorities:</i></u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	Key Actions: <i>(List as many actions as needed in each box.)</i>		Measured by: <i>(Formative and/or Summative)</i>	Owner(s):	Resources Needed:	Results Of Key Actions: <i>(Due June 15, 2017)</i>	Status: NM = Not Met IP = In Progress M = Met
<i>Vary learning experiences to increase success in college and career pathways.</i>	<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A		N/A	N/A	N/A	N/A
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<p>Administer frequent formative assessments in math and reading to monitor student progress using CCSD math touchstones/CTLS question bank and local reading assessments</p> <p>Implement monthly data team meetings Provide quarterly ½ day release time for grade-level collaboration and instructional strategies development</p>		<p>RI/MI (K-5th)</p> <p>TKES evaluation tool</p> <p>CTLS data results</p>	<p>Teachers</p> <p>Administration</p> <p>Counselors</p>	<p>Funding for Collaborative Release time</p> <p>District level instructional support</p> <p>CTLS</p>	<p>Implemented the data team process with fidelity. Teachers administered frequent formative assessments using RI/MI and CTLS. Admin facilitated monthly data team meetings and progress monitoring using Office 365.</p>	M

		Continue RTI team collaboration					Weekly RTI collaboration.	
	<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>Increase the use of grade-level created formative assessments</p> <p>Provide quarterly ½ day release time for collaborative Instructional strategy development</p>		CTLS usage data	Teachers and Administrations	<p>TTIS/CTLS continued training</p> <p>Release time funding</p>	<p>TTIS support provided training as needed.</p> <p>Weekly grade level formative assessments were created using CTLS item bank.</p>	M
	<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Provide monthly PLC Professional Development collaboration based on interests and professional goal setting		<p>AdvancED Staff Survey results</p> <p>TKES evaluation tool</p> <p>PLC Goal setting results</p>	Teachers Administration		<p>Twenty-five interest based professional development PLC groups collaborated throughout the year. Using the Museum Redelivery model staff shared results that had a positive impact on student achievement and school climate.</p>	M
	<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	<p>Implement student Lexile and goal setting accountability plan</p> <p>Continue RTI and special education strategies for students reading below grade level</p>		<p>RI progress monitoring Lexile data</p> <p>Milestones data (3rd-5th)</p>	<p>Teachers</p> <p>Administration</p> <p>Counselors</p> <p>RTI Facilitators</p>	<p>Reading Inventory</p> <p>Read 180</p> <p>Data Walls</p> <p>Release time funding</p>	<p>Increased the percentage of 3rd graders with lexiles of 650 or above from 76.5% in 2016 to 82% in 2017 based on the Milestones.</p>	M

		<p>Utilize Read 180 program to accelerate and close the gap for students with disabilities</p> <p>Provide quarterly ½ day release time for grade-level PLC collaboration of instructional strategy development</p>				<p>Increased the percentage of 1st -5th students scoring proficient or advanced increased from 55% on the fall 2016 to 81% on the spring 2017 assessment.</p> <p>Implemented Read 180 instruction daily to bottom quartile of 3rd - 5th students.</p>	
	<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Continue the daily use of Number Talks</p> <p>Implement school-wide math fact fluency initiative</p> <p>Administer and analyze math common formative assessments (CTLS)</p> <p>Continue First In Math grade-level benchmarks</p> <p>Identify bottom quartile of students using IKAN/GloSS</p> <p>Implement RTI/GloSS strategy support for identifies students</p>	<p>Georgia Milestones Data</p> <p>CTLS Touchstones</p> <p>Math Inventory</p> <p>Fact Fluency Board Results</p>	<p>Teachers</p> <p>Administration</p>	<p>Math Inventory</p> <p>IKAN/GLOSS for bottom quartile</p> <p>Fact Fluency Board</p> <p>First In Math</p>	<p>K-5 quarterly review of MI scores and strategy discussions resulted in an average quantile growth of 267 which was 51 quantiles higher than spring 2016.</p> <p>Increased the percentage of 3rd -5th math students achieving levels 3 or 4 on the Milestones from 63% in 2016 to 71.3% in 2017.</p> <p>Implemented a Fact Fluency initiative</p>	M

							resulting in 67% of K-5 students demonstrating math fact fluency in spring 2017.	
	<i>7. Increase number of students academically completing every grade.(S)</i>	Continue RTI process and additional year notification Provide specialized support for EIP students		RTI Data GaDOE EIP Rubric GaDOE EIP Exit Report	Counselors Administration Teachers	N/A	Conducted RTI facilitators training and monthly meetings. Monthly grade level meetings	M
	<i>8. Increase the number of students scoring Levels 3 & 4 in ELA, with a distinct focus on writing</i>	Continue Units of Study writing curriculum in grades K-5. Increase direct instruction of writing across the content areas, in addition to the Writers' Workshop		Units of Study Rubrics	Administration Teachers	N/A	75% Of 3-5th ELA Georgia Milestones students achieved a level 3 or 4. This is an increase from the 2016 results of 67.4% achieving a level 3 or 4.	M
	<i>Achieve STEM certification at the county and state levels.</i>	Establish STEM PLC Actively seek input from community to increase STEM Partnerships Collaborate with STEM certified schools to establish consistency in practice and receive feedback on our progression Establish STEM teaching requirements		Results of community survey Lesson plans Participate in District STEM Open House events	Administrators Teachers	District STEM certification training and support	Provided a STEM night for students and parents. Developed a STEM partnership with Lassiter HS, and conducted a Science Fair for 5 th grade students.	M

							6 teachers completed the CCSD STEM Innovation Academy and 26 teachers participated in STEM visits to other schools.	
							Received a Captain Planet grant to develop a learning garden.	

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<u><i>Focus Priority</i></u>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 15, 2017)	Status: NM = Not Met IP = In Progress M = Met
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	
	Divisionally support local school innovations identified through system	N/A	N/A	N/A	N/A	N/A	

	flexibility for increasing student achievement. (IE²)						
	Provide targeted resources for students: 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)	Utilize 20 day funding for tutors Implement Read 180 intervention program for at-risk learners to accelerate academic achievement Utilize IKAN/GloSS assessment tool and strategic lessons to identify specific needs and support student performing below grade level in math Continue supporting intervention strategies for RTI and SWD students	Reading and Math inventories Georgia Milestones Results IKAN/GloSS data	Teachers Administrations Counselors	20 day funding Read 180 IKAN/GloSS Reading and Math Inventories	55% of 3 rd - 5 th reading tutoring students achieved a level 3 or 4 on Reading Georgia Milestones. 25% of 3 rd - 5 th math tutoring students achieved a level 3 or 4 on math Georgia Milestones.	M
	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)	N/A	N/A	N/A	N/A	N/A	
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<i>Focus Priority</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions: (Due June 15, 2017)	Status: NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	Assess Career Education satisfaction via parent survey Review AdvancEd results with stakeholder groups: <ul style="list-style-type: none"> • School Council • Building Leadership team • PTA • Foundation 	Survey Results Meeting Minutes	School Counseling Department Counseling Advisory Council Administration	AdvancEd survey results GA Student, Parent and Staff Health and Safety Survey	Solicited feedback from School Council, BLT, PTA, Foundation board, and Parents' Advisory group regarding action steps. Awarded 4/ 5 stars from the GaDOE	M
	<i>Other:</i> (Priorities specific to school, division, or area. Can be multiple.)	Implement School Wide Attendance Improvement Program to reduce the number of students with 10(+) absences Continue Truancy Intervention Panels	Monthly attendance reports Social Worker referrals	School Counselors Administration Attendance Team (counselors, administrators, school social	Monthly report to analyze trends and intervene.	Implemented a School-Wide Attendance improvement program with varying results.	M

		Provide ongoing attendance awareness and updates to parents and students		worker, and specialist team) Attendance clerk			
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Long Range Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

District Focus Areas and Priorities 2016-2019		2016-17 Aligned Actions and Measurements					Focus Priority Status:
Focus Area:	Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions: (Due June 15, 2017)	NM = Not Met IP = In Progress M = Met
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Identify and hire highly qualified candidates using a performance based interview process Conduct quarterly meeting to review Highly Qualified remediation plan	TKES	Administration	None	Conducted performance based interviews and selected highly qualified candidates.	M
	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. (IE ²)	N/A	N/A	N/A	N/A	N/A	
Support and retain employees for highest levels of excellence.	Support local school teachers and leaders to improve retention rate. (IE ²) (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)	Implement New Teacher Institute for teachers new to the building Implement PLC Data Teams and quarterly collaboration meetings for instructional strategies development Provide monthly PLC Professional Development	TKES PLC Goal setting results	Administration Teachers	None	Completed new teacher monthly meetings. Twenty five individualized passion driven professional development projects were completed.	M

		collaboration based on interests and professional goal setting					
	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)	Focus on TKES/LKES commentary and TKES data analysis	TKES/LKES data	Administration Teachers	N/A	Provided timely and specific feedback and commentary to improve instruction.	M
	Other: (Specific to school, division, or area. Can be more than one.)						