

Russell Elementary School

**2016-17 Cobb County School District 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><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>						<p><b><u>Focus Priority</u></b> <b><u>Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>		
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></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>	
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Implement CTLS and use the formative assessments to guide instruction in math and reading.</p> <p>Use Reading Inventory (RI), Running Records, and DRA, to collect relevant reading information (Lexile levels, fluency, and comprehension) to focus on continued improvement.</p> <p>Use Math Inventory (MI) and summative assessments to monitor math progress and implement differentiated math instruction.</p>	<p>CTLS</p> <p>RI, DRA, Running Records</p> <p>Monitor CTLS and Lesson Plans</p>	<p>Administration Teachers Academic Coaches</p>	<p>TTIS (already in place)</p> <p>Title 1 Funds</p>	<p>Teachers slowly implemented CTLS formative assessments to guide math and reading instruction.</p> <p>RI, Running Records, and DRA allowed for continued improvement in reading comprehension. On the RI, students in grades K, 2, 3, 4, and 5 increased in the proficient and advanced levels by 15%-28%.</p> <p>Teachers used MI and summative assessment results to increase differentiation in math instruction to meet the needs of all students. On the MI, students in grades K-5 increased in the proficient and advanced levels by 18%-67%.</p>	<p>IP</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>	<p>Utilize CTLS to create and administer formative and summative assessments in grades K-5 for math and reading to place students in flexible groups for differentiated instruction.</p> <p>Develop constructed responses (reading and math) and extended responses (reading) to measure students' level of application (cognitive skills and content knowledge) for the purpose of providing differentiated instruction.</p>	<p>CTLS</p> <p>RES Teachers</p>	<p>TTIS RES Teachers Academic Coaches</p> <p>TTIS RES Teachers Academic Coaches</p>	<p>TTIS</p> <p>Title 1 Funds</p>	<p>Teachers created CTLS formative assessments in grades K-5 for math and reading. Students were placed in flexible groups for differentiation purposes in order to meet the individual needs of all students.</p> <p>Teachers and coaches created and used constructed and extended responses to place students in flexible groups for differentiated instruction. Through an analysis of constructed responses based on the state rubric, Russell's students improved in the areas of providing examples/details (reading) and written explanation (math).</p>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide professional development to assist teachers in reaching individualized, grade level, and SSP goals.</p>	<p>TKES ratings, TKES self-assessments, Professional Development Survey, Grade Level request</p>	<p>TTIS, Administration Academic Coaches</p>	<p>N/A</p> <p>Title 1 Funds</p>	<p>Math and ELA coaches, as well as county support staff, provided professional development to assist teachers in attaining individual, grade level, and SSP goals. Only two teachers did not receive an overall satisfactory rating on the TKES evaluation.</p>	<p>IP</p>

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue RTI, SPED, and ESOL strategies for those performing below grade level.</p> <p>Implement additional small group reading instruction through acceleration/enrichment block.</p> <p>Provide tutoring for students reading below grade level in grades 3-5.</p> <p>Continue the use of Write Score to increase student performance in ELA.</p>	<p>RI, DRA, Running Records</p> <p>RI, DRA, Running Records, Report Cards, GA Milestone</p> <p>Data Sheets</p> <p>Write Score</p>	<p>RES Teachers Academic Coaches Counselors</p>	<p>READ 180, SYSTEM 44, Title 1, 20 Day Funds</p>	<p>Russell staff implemented the RTI process with fidelity to meet the needs of students. Teachers applied and analyzed strategies to address students' areas of need. Teachers exposed 3<sup>rd</sup>-5<sup>th</sup> grade students to READ 180 and System 44. ESOL students continued to receive direct small group instruction from ESOL teachers within their homeroom. ESOL teachers modeled for general education teachers so that relevant strategies continued throughout the day.</p> <p>Teachers held additional small group instruction during two acceleration/enrichment block (1:35 – 2:05 and 7:15 – 7:45).</p> <p>Russell provided tutoring for 3<sup>rd</sup>-5<sup>th</sup> grade students reading below grade level. By using the IXL program, students showed an increase in reading comprehension.</p> <p>Teachers used Write Score lessons to enhance 2<sup>nd</sup> – 5<sup>th</sup> grade students' extended writing responses. The Write Score results showed overall strengths in word choice and usage and weaknesses in conclusions and sentence formation.</p>	<p>IP</p>
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					We are waiting on the Milestone scores to determine more results on the implementation of the Write Score.	
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<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Use MI to assess student performance levels and design differentiated lessons to address areas of strengths and weaknesses and strength.</p> <p>Implement Conceptual Math in grades 3-5.</p> <p>Implement additional small group math instruction through remediation/enrichment block and Friday math (integration, real world, hands-on, problem-solving, etc.).</p> <p>Utilize CTLS formative assessments to differentiate instruction through flexible grouping.</p> <p>Provide tutoring for underachieving students in grades 3-5.</p> <p>Implement IKan/Gloss practices to increase student performance in numeracy.</p>	<p>MI</p> <p>CTLS formative assessments</p> <p>Lesson Plans</p> <p>IXL</p> <p>IKan/Gloss rating scale</p>	<p>RES Teachers Academic Coaches</p>	<p>Title 1, 20 day funds</p>	<p>Teachers used the MI to assess students' math performance levels. On the MI, students in grades K-5 increased in the proficient and advanced levels by 18%-67%. Teachers need more training on how to analyze the data in order to design effective differentiated instruction.</p> <p>Several teachers at Russell implemented Conceptual Math.</p> <p>Additional small group instruction was implemented during the acceleration/enrichment blocks and during Friday Math.</p> <p>Underachieving students in grades 3-5 took part in tutoring.</p> <p>Homeroom teachers implemented IKan/Gloss and used it to determine the numeracy needs of their students in order to increase performance. Teachers need additional IKan/Gloss training so that they can use the assessments with fidelity and increase student performance in numeracy.</p>	<p>IP</p>
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<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI and additional year processes.</p>	<p>RTI data</p>	<p>Administration Counselors</p>	<p>N/A</p>	<p>Teachers used the RTI process with fidelity. Several students received services needed to assist them in order to progress in their academic studies. Ninety percent of students referred for additional services qualified for them. However, staff members need more training to identify appropriate interventions and probes.</p> <p>Through a systematic process, staff members identified students who would academically benefit from an additional year. Out of 57 candidates, only 15 students received an additional year.</p>	<p>IP</p>
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<p><b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<p>Incorporate additional Collaborative Team Planning (CTP) to assist teachers in analyzing CTLS data, create instructional rounds, include more rigor in lessons, develop constructed and extended responses, and increase the use of technology in the classroom.</p> <p>Continue mentor/mentee program to assist novice teachers (to teaching and/or Russell) with additional support on how to find and use resources, develop rigorous lessons, analyze data, and create flexible groups.</p>	<p>CTP planning notes Lesson plans</p>	<p>Administration Academic Coaches</p>		<p>Through additional Collaborative Team Planning (CTP), teachers were able to collaborate on the analysis of CTLS data, determine next steps to support learning, and create relevant, standards-based lessons. After re-teaching and reassessing, the number of students mastering the standards increased.</p> <p>Team leaders, academic coaches, media specialist, and counselors support new teachers in various aspects. A mentor/mentee program is needed to provide a more comprehensive, structured, and individualized training program. Teachers with less than three years' experience in teaching and/or teachers new to Russell will receive a mentor. Mentors/mentees will keep logs of their meetings, needs, etc.</p>	
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**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 IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p>IP</p>
	<p>Continue implementation of PBIS best practices.</p> <p>Implementation of Dual Language Immersion.</p> <p>Implementation of Innovative RTI.</p> <p>Continue implementation of transforming Media Center into Innovative Learning Commons (ILC).</p>	<p>SWIS</p> <p>DI Data</p> <p>RTI Data</p> <p>ILC progress</p>	<p>PBIS Committee</p> <p>Administration</p> <p>Counselors</p> <p>Media Specialist</p>	<p>TBD (furniture, technology)</p>	<p>Russell received the highest rating (operational) for the third year. Discipline infractions decreased during the year.</p> <p>Ninety-six percent of our students are on Tier 1. The total number of Office Direct Referrals (ODRs) decreased by 31% and Out of School Suspensions (OSS) decreased by 55%.</p> <p>On the Foundational Reading Assessment, 80% of the kindergarten Dual Immersion students had a 15-point growth increase. In addition, 57% of all kindergarten students showed a 15-point growth increase. The post data score average for kindergarten was 25.4.</p> <p>Ninety percent of students referred for additional services qualified for them.</p>	<p>IP</p>

Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
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 <b>(S)</b>	<ol style="list-style-type: none"> <li>1. Use 20-Day funding and Title I funds for tutors and tutoring in grades 3-5 for targeted students.</li> <li>2. Use MI, Conceptual Math data, Ikan/Gloss, and Milestone results to identify students for tutoring in math.</li> <li>3. Use RTI and Special Ed data to determine student readiness.</li> </ol>	<p>RI, DRA, READ 180, SYSTEM 44</p> <p>MI, Milestone Results, CTLS Data</p> <p>RTI Data IEP Goals SYSTEM 44 Read 180</p>	<p>Administration</p> <p>Administration</p> <p>Counselor SSA</p>	20 Day Funds Title I Funds	<p>Through tutoring, MI, Ikan/Gloss, RI, and Special Education data, students identified in the lowest 25% received tutoring.</p> <p>We are waiting on the Milestone scores to determine more results.</p> <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. <b>(AD)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Place AC students together with gifted endorsed teachers.</p>	<p>Lesson Plans</p>	<p>Administration AC Teaches</p>	<p>Lexile scores per grade level:</p> <p>3<sup>rd</sup> grade: 625-850 4<sup>th</sup> grade: 740-944 5<sup>th</sup> grade: 830-1014</p> <p>On the Reading Inventory, Russell's advance content students Lexile scores were:</p> <p>3<sup>rd</sup> grade: 717-1004 4<sup>th</sup> grade: 812-1231 5<sup>th</sup> grade: 827-1178</p> <p>Math quantile performance levels per grade level:</p> <p>3<sup>rd</sup> grade: 625-850 4<sup>th</sup> grade: 715-950 5<sup>th</sup> grade: 820-1020</p> <p>On the Math Inventory, Russell's advance content students quantile performances were:</p> <p>3<sup>rd</sup> grade: 605-1150 4<sup>th</sup> grade: 795-1085 5<sup>th</sup> grade: 620-1205</p> <p>One 3<sup>rd</sup> grade AC student did not have a proficient or advance quantile performance. Three 5<sup>th</sup> grade AC students did not have a proficient or advance quantile performance.</p> <p>We are waiting on the Milestone scores to determine more 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b></p>						<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>		<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>	

<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Analyze parent survey.</p> <p>Building Leadership Team (BLT) – continued involvement of all teachers in school business.</p> <p>School Council (continued involvement in renovating the Media Center into Learning Commons).</p> <p>PTA (Continued support for the PBIS store; increase our Partners in Education; involvement in BLT).</p> <p>Partners in Education (PIE) provides continued support in acknowledging the teacher and classified employee of the month.</p> <p>Implement Administration &amp; Parent monthly meetings so that parents can ask questions, make comments, share concerns, and voice suggestions for school improvements.</p> <p>Third-fifth grade Student Council members receive and share student input from their classmates, promote school spirit, and develop their leadership skills.</p>	<p>Survey Results</p> <p>BLT Minutes</p> <p>School Council Minutes</p> <p>Sign In Sheets</p> <p>Meeting Minutes</p>	<p>CCSD</p> <p>Administration</p> <p>School Council</p> <p>Administration PTA Presidents</p> <p>Administration</p> <p>Administration</p>	<p>N/A</p>	<p>The Building Leadership Team (BLT) monitored the SSP goals.</p> <p>The school council assisted in identifying ways to increase parental involvement and determine next steps for Russell’s Foundation.</p> <p>PTA successfully supported the school’s needs. Parent involvement increased by 15 percent.</p> <p>Through the support of Partners in Education (PIE), the teacher and classified employee of the month received a gift of appreciation.</p> <p>At the beginning of the school year, parents came to monthly meetings.</p> <p>Student Council played a major role in the school dance, delivered letters to students, assisted guests during the Space Launch, and redelivered information to their classes.</p>	<p>IP</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>Promote PTA monthly events.</p> <p>Organize home-to-school writing activity to inspire parents to take an active role and excite students with notes of test-taking encouragement from home.</p> <p>See "Title I" plan.</p>	<p>Monthly activity</p>	<p>Administration</p>		<p>Staff members were present at all PTA events.</p> <p>Parents had the opportunity to write encouraging notes and messages to their student regarding the Milestone assessment.</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Book of the Month initiative to promote reading and writing.</p>	<p>Monthly activity</p>	<p>Administration</p>		<p>Teachers and students were excited about the Principal's Book of the Month. Each month, students talked about and responded to each book selection via writing. The Book of the Month increased teachers' recognition of the importance of read-alouds to students.</p>	<p>IP</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><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Continue to use grade level teachers when interviewing prospective hires.</p> <p>Seek to hire Dual Immersion teachers and assist current teachers in obtaining additional certification.</p> <p>Continue to involve parents in interviews for high incident/special education classrooms.</p>	<p>TalentEd TKES</p>	<p>RES Teachers Administration CCSD HR &amp; Certification</p>	<p>TalentEd (already in use)</p>	<p>Grade level teachers continued to assist in the interviewing process. Teachers took ownership of supporting new staff members.</p> <p>Administrators hired two additional Spanish-speaking teachers for 1<sup>st</sup> and 2<sup>nd</sup> grades.</p> <p>It was not necessary to involve parents in the hiring process for the 2016-17 school year.</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. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Implementation of CTLS training schedule.</p> <p>Professional development trainings offered to teachers to meet individual, grade level, and school needs.</p> <p>Provide mentors to novice teachers (less than 3 years' teaching experience) and/or new to Russell.</p> <p>Provide additional support through human resources and direct modeling.</p> <p>Continued support for the implementation of READ 180, SYSTEM 44, and Conceptual Math.</p>	<p>CTLS usage</p> <p>TKES Professional Development Survey</p> <p>Years of Experience</p> <p>TKES Classroom Dynamics</p> <p>Teacher Needs</p>	<p>Administration</p> <p>Academic Coaches</p> <p>Administration</p> <p>Administration</p> <p>Administration</p>	<p>District Support</p>	<p>Teachers attended CTLS trainings throughout the entire school year. Teachers became comfortable with the formative assessment system and started using it more frequently.</p> <p>Coaches, media specialist, counselors, mentors, and district personnel provided additional training and/or direct modeling.</p> <p>Teachers implemented READ 180, System 44, and Conceptual Math to support student learning.</p>	<p>IP</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b>.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>	<p>Continue to identify struggling teachers based on TKES performance and provide support.</p>	<p>TKES data</p>	<p>Administration</p>	<p>District Support</p>	<p>Russell administration implemented the TKES evaluation system with fidelity and met all deadlines. Administrators identified struggling teachers and provided them with additional support from coaches, team leaders, etc.</p>	<p>IP</p>
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>	<p>Continue to seek candidates who are fluent in Spanish for Dual Immersion (DI) and are able to support EL students.</p>	<p>DI Classrooms</p>	<p>Administration</p>	<p>District Support</p>	<p>Administrators hired two fluent Spanish-speaking teachers for the 2017-18 school year.</p>	<p>IP</p>