

School: Belmont Hills Elementary

Re 2016-17 Cobb County School District Strategic Plan

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</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:	Owner(s):	Resources Needed:	Results Of Key Actions: (<u>Due June 30, 2017</u>)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	1. Schedule Quarterly collaborative planning with focus on Reading, Math and Writing Assessment data 2. Schedule weekly collaborative planning and data collaboration days	TKES walkthroughs/ monitor lesson plans for differentiation of instruction Benchmark Assessments	Teachers Administrators Teachers Administrators	Title I N/A		

<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>	<ol style="list-style-type: none"> Utilize the Flexible Formative Assessment System (CTLs) for Math and Science Administer quarterly Reading Inventory (District Universal Screener) Assessments Utilize Units of Study Quarterly genre specific assessments 	<p>Assessment data in CTLs</p> <p>Quarterly Pre/Post Assessments</p> <p>Quarterly genre Pre/Post Assessments</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ol style="list-style-type: none"> Provide weekly professional development on Reading, Writing, Math Provide Science training to align with STEM initiative (Embedding technology into curriculum) 	<p>TKES Walkthroughs</p> <p>Cobb STEM Certification rubric</p>	<p>Administrators /Contracted service</p> <p>Administration /Contracted service</p>	<p>Title I</p> <p>Title I</p>		
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<ol style="list-style-type: none"> Continue with Lucy Calkins Units of Study Reading implementation; K- 5 Implement Kindergarten: Read 2 Read Phonics Initiative Implement System 44/ Read 180 for students with reading deficiencies in grades 3-5. 	<p>Quarterly SRI Assessment data</p> <p>10 day monitored assessment data</p> <p>Quarterly SRI Assessment data</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>N/A</p> <p>Title I</p> <p>N/A</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ol style="list-style-type: none"> 1. Provide Focused Professional Development on Number Talks/ Problem solving 2. Provide Additional Tutoring for students on Level 1 3. Utilize District Math universal screener to assess student performance levels and design differentiated lessons to address areas of weakness. 	<p>TKES walkthroughs</p> <p>Tutor data sheets PRE/POST assessments</p> <p>Math Screener results Lesson plans</p>	<p>Administrators Contracted Services</p> <p>Teachers</p> <p>Administration Teachers</p>	<p>Title I</p> <p>20 Day</p> <p>N/A</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<ol style="list-style-type: none"> 1. Continue Response to Intervention (RTI) process (Is there a specific action you would like to see this year in RTI?) 	<p>RTI Data</p>	<p>Teachers Administrators</p>	<p>N/A</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue technology integration that is purposeful and intentional; leading to student application of the standards</p>	<p>TKES Walkthroughs Lesson Plans Assessments</p>	<p>Teachers Administrators</p>	<p>Title I</p>		

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

<p>District Focus Priorities 2016-2019</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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ol style="list-style-type: none"> 1. Apply for Cobb STEM Certification : Implementation of STEM action plan 2. Integration of STEM (technology embedded) lessons into the content area K-5. 3. Provide Science training to align with STEM initiative (Embedding technology into curriculum) 	<p>Cobb STEM Certification rubric</p> <p>TKES Walkthroughs</p> <p>Staff surveys</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Administrators Contracted services</p>	<p>N/A</p> <p>Title I</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. Implement an Extended day/ Saturday tutoring program 2. Implement System 44/ Read 180 3. Continue RTI and SPED strategies/interventions for those below grade level 	<p>Track student progress through</p> <p>Data team meetings</p> <p>Usage reports from System 44,</p> <p>RTI data and CSIS and SPED data in GoalView</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>20 days</p> <p>County Funded</p> <p>N/A</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>						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<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 (<u>Due September 1, 2016</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: (<u>Due June 30, 2017</u>)</p>	<p><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ol style="list-style-type: none"> Schedule Monthly Parent involvement workshops addressing Academic standards and STEM Seek School Council support with raising funds for Innovative Learning Commons Initiative. (Goal: TBD) Analyze AdvED survey results to identify areas in need of improvement (Was there anything that came out of last year's survey that you are addressing this year?) 	<p>Parent sign in sheets at all events to track participation of school events and morning classes</p> <p>Goal (TBD)</p> <p>AdvEd Survey results</p>	<p>Community Partners, Leadership, Teachers, Parent Liaison</p> <p>Teachers Parents Stakeholders Administration</p> <p>Administration</p>	<p>Title I</p> <p>N/A</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>	<ol style="list-style-type: none"> 1. Offer Parent English classes and GED classes 2. Continue with the 'Save it forward' food program for families. 3. Continue the Weekend Backpack Food program for students 	<p>Sign in sheets and parent progress in classes</p> <p>Survey results</p> <p>Survey results</p>	<p>Community Partners, Leadership, Teachers, Parent Liaison</p> <p>Administration Counselor</p> <p>Administration Counselor</p>	<p>Title I</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 align="center">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>

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ol style="list-style-type: none"> 1. Attract highly qualified teachers through aggressive recruiting, being proactive during hiring fairs. 2. Analyze references and TKES evaluations to gauge effectiveness 	TKES Evaluations, Title I requires that all staff are highly qualified	Administration	N/A		
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)	<ol style="list-style-type: none"> 1. Provide differentiated professional learning to meet the needs of all teachers based on Administrative walk-throughs and TKES Self-Assessments 	TKES walkthrough data TKES Teacher Self-Assessment	Administrators	Title I		
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)	<ol style="list-style-type: none"> 1. Align professional development according to TKES and LKES data 	TKES Walk-throughs and TKES Teacher Self-Assessment	Administrators	Title I		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Belmont Hills

Trend	Belmont Hills			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	44.7%	54.2%		84.6%	74.0%	
On-track for Graduation	86.8%	96.3%	85.7%	90.7%	92.3%	92.7%
Career Ready	100.0%	90.7%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	13.2%	10.6%	13.1%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.7%	91.6%	88.6%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	34.2%	17.3%	18.0%	56.6%	57.5%	56.8%
CCRPI Score	71.9	53.7		75.7	77.3	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for the Lexile Levels in 5th Grade and CCRPI Score. Scores for these trends are expected from the Ga DOE in late 2016.

Descriptions of Key Trends

Lexiles 5th Grade

The percentage of 5th grade students with Lexile scores on the state assessment (EOG) above 850. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

On-track for Graduation

The percentage of 5th grade students passing at least four courses in the core content areas: ELA, math, science, social studies, or world languages.

Career Ready

The percentage of 5th grade students completing a career portfolio as reported in the student record data collection.

Advanced Academics

The percentage of students in grades 1 to 5 who are enrolled in a Target course.

Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

Iowa Reading 3rd Grade

The percentage of 3rd grade students scoring at 3.1 or higher on the reading portion of the Iowa assessments.

CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the Georgia Department of Education (GaDOE). The Cobb CCRPI score shown here is the weighted average of all Cobb elementary schools.