

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>	Administer frequent formative assessments in math and reading to monitor student progress using CCSD math touchstones/CTLS question bank and local reading assessments Implement monthly data team meetings Provide quarterly ½ day release time for grade-level collaboration and instructional strategies development		RI/MI (K-5 th) TKES evaluation tool CTLS data results	Teachers Administration Counselors	Funding for Collaborative Release time District level instructional support CTLS		IP

		Continue RTI team 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>		<p>CTLS usage data</p>	<p>Teachers and Administrations</p>	<p>TTIS/CTLS continued training</p> <p>Release time funding</p>	IP
	<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	<p>Provide monthly PLC Professional Development collaboration based on interests and professional goal setting</p>		<p>AdvancED Staff Survey results</p> <p>TKES evaluation tool</p> <p>PLC Goal setting results</p>	<p>Teachers Administration</p>		IP
	<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>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>RI progress monitoring Lexile data</p> <p>Milestones data (3rd-5th)</p>	<p>Teachers Administration Counselors RTI Facilitators</p>	<p>Reading Inventory</p> <p>Read 180</p> <p>Data Walls</p> <p>Release time funding</p>	IP
	<i>6. Increase percentage of student performance in</i>	<p>Continue the daily use of Number Talks</p>		<p>Georgia Milestones Data</p> <p>CTLS Touchstones</p>	<p>Teachers Administration</p>	<p>Math Inventory</p> <p>IKAN/GLOSS for bottom quartile</p>	IP

	<i>math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i>	<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>Math Inventory</p> <p>Fact Fluency Board Results</p>		<p>Fact Fluency Board</p> <p>First In Math</p>	
	<i>7. Increase number of students academically completing every grade.(S)</i>	<p>Continue RTI process and additional year notification</p> <p>Provide specialized support for EIP students</p>		<p>RTI Data</p> <p>GaDOE EIP Rubric</p> <p>GaDOE EIP Exit Report</p>	<p>Counselors</p> <p>Administration</p> <p>Teachers</p>	N/A	IP
	<i>8. Increase the number of students scoring Levels 3 & 4 in ELA, with a distinct focus on writing</i>	<p>Continue Units of Study writing curriculum in grades K-5.</p> <p>Increase direct instruction of writing across the content areas, in addition to the Writers' Workshop</p>		<p>Units of Study Rubrics</p>	<p>Administration</p> <p>Teachers</p>	N/A	IP
	<i>Achieve STEM certification at the county and state levels.</i>	<p>Establish STEM PLC</p> <p>Actively seek input from community to increase STEM Partnerships</p> <p>Collaborate with STEM certified schools to establish consistency in practice and receive feedback on our progression</p>		<p>Results of community survey</p> <p>Lesson plans</p> <p>Participate in District STEM Open House events</p>	<p>Administrators</p> <p>Teachers</p>	<p>District STEM certification training and support</p>	IP

		Establish STEM teaching requirements						
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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>Focus Priority</u>
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)	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. (IE²)	N/A	N/A	N/A	N/A	N/A	
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
	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	Reading and Math inventories Georgia Milestones Results IKAN/GloSS data	Teachers Administrations Counselors	20 day funding Read 180 IKAN/GloSS Reading and Math Inventories		IP

		<p>student performing below grade level in math</p> <p>Continue supporting intervention strategies for RTI and SWD students</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>	N/A	N/A	N/A	N/A	N/A	
	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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>
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)	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		IP
	Other: (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.		IP

		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.*

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results of Key Actions:</u> (Due June 15, 2017)	
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Identify and hire highly qualified candidates using a performance based interview process Conduct quarterly meeting to review Highly Qualified remediation plan	TKES	Administration	None		IP
	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 and retain employees for highest levels of excellence.	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)	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		IP

		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		IP
	Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Rocky Mount

Trend	Rocky Mount			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	99.0%	90.7%		84.6%	74.0%	
On-track for Graduation	99.0%	96.0%	97.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	19.6%	21.8%	23.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	85.5%	87.7%	84.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	72.4%	84.8%	76.1%	56.6%	57.5%	56.8%
CCRPI Score	93.1	86.9		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.