

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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					<p><u>Focus Priority</u> <u>Status:</u> 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: (<u>Due June 30, 2017</u>)</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 RI, Running Records, and DRA, to collect Lexile levels to focus on continued improvement.</p> <p>Use 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><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 1-5 for math and reading to place students in flexible groups for differentiated instruction.</p> <p>Create constructive responses (reading and math) and extended responses (reading) to measure application-level cognitive skills as well as 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><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>5. Increase percentage of students reading on grade level. (S) (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 to address areas of weakness and strength</p> <p>Provide tutoring for students reading below grade level in grades 3-5</p> <p>Continue the use of WriteScore 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>WriteScore</p>	<p>RES Teachers Academic Coaches Counselors</p>	<p>READ 180, SYSTEM 44, Title 1, 20 Day Funds</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>	<p>Use MI to assess student performance levels and design differentiated lesson to address areas of weakness 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</p> <p>Utilize CTLS formative assessments to differentiate instruction through flexible grouping</p> <p>Provide tutoring for under-achieving students in grades 3-5</p> <p>Implement IKan/Gloss practices to increase student performance and numeracy</p>	<p>MI</p> <p>CTLS formatives</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>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process and additional year process</p>	<p>RTI data</p>	<p>Administration Counselors</p>	<p>N/A</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Incorporate additional Collaborative Team Planning (CTP) to assist teachers in analyzing CTLS data, create instructional rounds, create more rigorous lessons, develop constructive and extended responses, and increase the use of technology in the classroom</p> <p>Continue mentor/mentee program to assist teachers with less than 3 years additional support on how to use apps, website, programs, develop rigorous lessons, analyze data, and determine flexible groups</p>	<p>CTP planning notes Lesson plans</p>	<p>Administration Academic Coaches</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 (<u>Due September 1, 2016</u>)</p>					<p><i>Focus Priority Status:</i> 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: (<u>Due June 30, 2017</u>)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Continue implementation of PBIS best practices</p> <p>Implementation of Dual 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 Media</p> <p>Specialist</p>	<p>TBD (furniture, technology)</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 and Title I funds for tutors and tutoring in grades 3-5 for targeted students 2. Use MI, Conceptual data, Ikan/Gloss and Milestone results to identify students for tutoring in math 3. Use RTI and Special Ed data to determine student readiness 	<p>RI, DRA, READ 180, SYSTEM 44</p> <p>MI, Milestone Results, CTLS Data</p> <p>RTI Data IEP Goals</p>	<p>Administration</p> <p>Administration</p> <p>Counselor SSA</p>	<p>20 Day Funds</p> <p>Title I Funds</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>	<p>Place AC students with gifted teachers and in the same class</p>	<p>Lesson Plans</p>	<p>Administration AC Teaches</p>			

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 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>Results Of Key Actions: (<u>Due June 30, 2017</u>)</p> <p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</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>Analyze parent survey</p> <p>Building Leadership Team (BLT) – continue involvement of all teachers in the businesses of the schools</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>PIE (continued support in acknowledging the teacher and classified employee of the month)</p> <p>Implement Administration/Parents monthly meetings to hear the voice of parents and obtain suggestion for school improvements</p> <p>Student Council (receive student input (grades 3-5) on promoting school spirit and developing leadership among students.)</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>		

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Promote PTA monthly events Promote Writing (provide parents the opportunity to write letters or notes to their students to encourage them to do their best on standardized test) See "Title I" plan.	Monthly activity	Administration			
Other: (Priorities specific to school, division, or area. Can be multiple.)	Book of the month to promote reading and writing	Monthly activity	Administration			

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i>	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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Continue to use grade level teachers when interviewing prospective hires Seek to hire Dual Immersion and assist current teachers in obtaining additional certification Continue to involve parents in high incident classrooms for special education	TaletEd TKES	RES Teachers Administration CCSD HR & Certification	TalentEd (already in use)		

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)	<p>Implementation of CTLS training schedule</p> <p>Offering professional development to meet the needs of teachers, grade levels, and school</p> <p>Provide mentors to teachers with less than 3 years' experience</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 TKES Classroom Dynamics</p> <p>Teacher Needs</p>	<p>Administration</p> <p>Academic Coaches</p> <p>Administration</p> <p>Administration</p> <p>Administration</p>	District Support		
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)	Continue to identify struggling teachers based on TKES performances and provide support	TKES data	Administration	District Support		
Other: (Specific to school, division, or area. Can be more than one.)	Continue to seek candidates who are fluent in Spanish for Dual Immersion (DI) and to support EL students	DI Classrooms	Administration	District Support		

Elementary School Key Trends: Russell

Trend	Russell			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	76.3%	61.1%		84.6%	74.0%	
On-track for Graduation	84.8%	86.6%	76.8%	90.7%	92.3%	92.7%
Career Ready	98.1%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	8.0%	8.3%	6.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	80.0%	87.6%	72.0%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	51.7%	36.6%	45.5%	56.6%	57.5%	56.8%
CCRPI Score	74.8	62.8		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.