

<p>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)</p>	<p>1. Continue to implement balanced assessments and data reflection process (described above)</p>	<p>Same as above Formative & Summative Data per unit</p>	<p>Administration & Teachers</p>	<p>Training for ELA/Reading teachers on quality rubric development and feedback</p>	<p>Increased use of common assessments & consistent PLC collaboration based on observation and CTLS data</p>	<p>IP</p>
	<p>2. Refine use of CTLS assessment tool that includes creation of common assessments and data review</p>				<p>Use of re-assessment & re-teaching based on student data increased.</p>	<p>IP</p>
					<p>CTLS Staff Training</p>	<p>Staff Fully Trained</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>In order to continue to implement and refine instructional strategies to improved achievement, professional learning will:</p> <ul style="list-style-type: none"> Utilize best instructional practices- Differentiation, Technology application in classroom, Enhance Rigor/DOK, writing and assessing constructed response, & rubric development Provide 2 structured collaboration days w/subject specific DI training for academic teachers and Sped Teachers in content PLCs to refine unit plans and design common assessments using CTLS Provide training for Sped. Teachers to gain skills in specialized instruction and reflection on student data 	<p>Class observation via TKES</p> <p>Unit plan review</p>	<p>Administration & Teachers</p>	<p>2 Subject Collaboration Days (Cell Tower Funds & Professional Learning Funds)</p>	<p>TKES evaluation data showed teachers utilized best practices to refine instruction</p>	<p>IP</p>
					<p>All subjects participated in 2 Collaboration days</p>	<p>M</p>
					<p>Specialized Instruction training occurred monthly</p>	<p>M</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> 1. Provide reading to all students in 6th, 7th & 8th grade with appropriate course placement (AC or on-level) 2. Provide Read 180 instruction at 6th & 7th grade for students reading two grade levels below expectations 3. Provide a reading and writing lab to all students 	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Informal reading Inventory (QRI 5)</p>	<p>Reading teachers and Diane Hanse</p> <p>Read 180 Teachers</p>	<p>SRI assessment tool</p> <p>Headphones w/mic (7)</p> <p>N/A</p>	<p>Reading & read 180 classes were fully implemented at all grades</p> <p>Weekly writing labs were offered to all students</p> <p>QRI assessments were used based on student need</p>	<p>IP</p> <p>IP</p> <p>IP</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. Implement Math Connections in 8th grade for students struggling at the end of 7th grade 2. Provide weekly Math Lab for re-teaching 3. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors) 	<p>Math Connections-grade profile</p> <p>GA Milestone Scores</p> <p>Percent of students passing grade level math course</p>	<p>Teacher</p> <p>Counselor</p>	<p>20 Day Funds</p>	<p>Math Connections was implemented for identified students, and as a result fewer students were at level 1 on EOG</p> <p>Math Lab offered to all</p> <p>Socrates offered based on need that targeted RTI/retention candidates</p>	<p>IP</p> <p>IP</p> <p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<ol style="list-style-type: none"> 1. Utilize the monthly RTI process to support struggling students 2. Utilize the Retention process to monitor and support struggling students by involving all stakeholders 	<p>Number of students passing 5 of 7 courses at the end of each semester</p>	<p>Administration Teachers Counselors</p>	<p>20 Day Funds</p>	<p>RTI fully implemented each month to support struggling students</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ol style="list-style-type: none"> 1. Provide student incentives for historically truant students 2. Communicate with all stakeholders the negative impact of absences at Open House and through parent email 3. Continue to implement the Truancy Intervention Panel Meetings 4. Continue to implement the state guidelines for attendance monitoring at 3, 5 & 7 absences 	<p>Attendance Record reviewed monthly</p> <p>Average daily attendance on dashboard</p> <p>TIP reports</p>	<p>Clerk, Admin. & counselors</p> <p>Administration</p> <p>Clerk, Admin. social worker & counselors</p> <p>Teachers, Clerk & Admin.</p>	<p>Funding for incentives</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Counselors, Admin. and teachers implemented the truancy model & monitored attendance</p>	<p>IP</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 (Due September 1, 2016)</p>						<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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></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></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. Provide Read 180 instruction at 6th, 7th, & 8th grade for students reading two grade levels below expectations 2. Implement Math Connections in 8th grade for students struggling at the end of 7th grade 3. Provide weekly Math Lab for re-teaching 4. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors) 5. Utilize the RTI process to support struggling students 6. Utilize the Retention process to monitor and support struggling students 7. Growth Mindset strategies taught to all 8th grade students in math 	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Math Connections-grade profile</p> <p>GA Milestone Scores Percent of students passing grade level math course</p> <p>Number of students passing 5 of 7 courses at the end of each semester</p> <p>Increased motivation in math 8, data collected via student reflection</p>	<p>Read 180 Teachers</p> <p>Teacher</p> <p>Teacher</p> <p>Counselor</p> <p>Teacher, Counselors and Admin.</p> <p>Teachers</p>	<p>N/A</p> <p>N/A</p> <p>20 Day Funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Reading & read 180 were fully implemented in grades 6 & 7, and System 44 was added</p> <p>Math Connections implemented for identified students as a result fewer students at level 1 on EOG</p> <p>Math Lab offered to all</p> <p>Socrates offered based on need that targeted RTI/retention candidates</p> <p>RTI fully implemented each month to support struggling students</p> <p>Retention follows district timeline</p> <p>Growth mindset was taught and data showed increased positive outlook and motivation</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</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></p>

Other:
(Priorities specific to school, division, or area. Can be multiple.)

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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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p><u>Focus Priority 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: (Due June 30, 2017)</p>	
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Involve stakeholders through:</p> <ul style="list-style-type: none"> • Participation in PTSA Exec. Board/Committee Chair Meetings • Monthly Coffee Talks w/Principal • Monthly Hot Topics Parent Meetings sponsored by Counselors • Consistently promoting volunteerism • School Council • LMMS Foundation • Cobb Chamber- Principal for the Day • Career Day 	<p>Participation Data for PTSA and Meetings</p> <p>Survey Data</p> <p>Foundation Participation Funding</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Counselors</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Teachers</p>	<p>N/A</p> <p>PTSA Support</p> <p>PTSA/Community speakers</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>PTSA/Community Speakers</p>	<p>All Stakeholder events implemented & attended by parents</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> • Socrates Club (Partner in Ed. Tutors) • Coffee Talk • Counselor Text Alerts • International Night • End of Year Celebration Carnival • End of Year Honors Program • Volunteer and chaperone class activities and field trips • Student performances to highlight student growth in music program 	<p>Participation Data</p> <p>Survey Data</p>	<p>Counselors</p> <p>Principal</p> <p>Counselor</p> <p>Teachers</p> <p>Student Council/Teacher sponsor</p> <p>Teachers</p> <p>Teachers</p>	<p>Community Volunteers</p> <p>PTSA Support</p> <p>N/A</p> <p>N/A</p> <p>Fundraiser \$</p> <p>N/A</p> <p>N/A</p>	<p>All student recognition, and parent involvement programs implemented and increased engagement</p> <p>In addition, the MOID class increased parent involvement with afterschool socials for peers and families.</p>	<p>IP</p> <p>IP</p>

Other: (Priorities specific to school, division, or area. Can be multiple.)	<ul style="list-style-type: none"> Refine the Character Ed. Program during the 3rd year of implementation to increase an awareness of Bullying Behavior. 	Survey Data	AP , Character Ed. Team, & Grade Level Teams	Restorative Practices Training (sub funding) Guest Speaker Funding	Character Ed. program continues to expand	IP
	<ul style="list-style-type: none"> Honor Roll Recognition 			Student Recognition Funding	Honor Roll recognitions were held for all 3 grades	IP
	<ul style="list-style-type: none"> Student of the Day 				Student of the Day was implemented all year	IP

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						Focus Priority Status: NM = Not Met IP = In Progress M = Met
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	1. Ensure that all staff hired are HQ and references indicate that they are top performers.	TKES Data	Principal and Admin.	N/A	All staff were HQ	M	
	2. Promote the goal for majority of teachers to hold the gifted endorsement	Percent of staff with gifted certification	ALP Coordinator	N/A	Teachers added gifted certification	IP	
	3. Align Teacher certification w/course taught to FTE	FTE/HiQ list	Principal and Admin.	N/A	All certified Teachers aligned to FTE	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. (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		

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Develop a professional learning plan that addresses differentiated options for teachers that include:</p> <ul style="list-style-type: none"> Utilize best instructional practices to teach standards-Differentiation, Technology application in classroom, Enhance Rigor/DOK, writing and assessing constructed response, & rubric development Provide 2 structured collaboration days w/subject specific DI training for academic teachers and Sped Teachers in content PLCs to refine unit plans and design common formative and summative assessments using CTLS data tools. Provide training for Sped. Teachers to gain skills in specialized instruction and reflection on student data 	<p>Participation Data for PL meetings</p> <p>TKES Rating data on standards for planning, instruction and assessment</p>	<p>A.P. & Principal</p> <p>Evaluating administrators</p>	<p>Professional Learning Funds for trainers</p> <p>2 Subject Collaboration Days (Cell Tower Funds & Professional Learning Funds)</p> <p>N/A</p>	<p>The professional learning plan was developed and fully implemented with trainings scheduled throughout the year. Evidence of implementation was noted through the TKES process.</p> <p>All staff were provided 2 collaboration days with training support for instructional targets.</p> <p>Training for sp. Ed. teachers was provided and evidence of implementation was noted through TKES process.</p>	<p>M</p> <p>M</p> <p>M</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> Implement the TKES/LKES process with fidelity for all teachers Maintain the provided timeline Utilize remediation plans as needed for teachers targeting specific standards of need. 	<p>TLES checkpoint monitoring reports in Dynamic Dashboard</p> <p>Individual teacher mastery of standard</p>	<p>Administration</p> <p>Evaluating administrators</p> <p>Principal</p>	<p>N/A</p> <p>N/A</p> <p>District Support staff</p>	<p>All on Staff on TKES model were trained per the guidelines</p> <p>Fully implemented per all guidelines</p>	<p>M</p> <p>M</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						