



# Timber Ridge Elementary 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> <li>• SILT will study available work on identifying focus standards.</li> <li>• Teacher leaders will identify standards that follow the criteria according to <a href="http://achievethecore.org">achievethecore.org</a>.</li> <li>• Administration will publish standards in parent brochure for what they should expect their students to learn.</li> <li>• Teachers will determine how best to address student needs from implementation of pacing guides.</li> </ul>	Parent Brochure on Learning Expectations (FOCUS Standards)	IP – The dissemination of information regarding the prioritization of standards (Focus) was not delivered until Winter, 2018. At that point, the information was delivered to the SILT (School Instructional Leadership Team) about the purpose / rationale behind prioritization of standards through articles, discussions, and a review of websites ( <a href="http://Achievethecore.org">Achievethecore.org</a> ). Since the school year was more than halfway completed, preparation was made to begin this process at the start of the 2018-19 school year.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. (According to the C3 Implementation Plan for 18-19, teams should be focusing their attention on Questions 1 and 2, not all four.)</i>	<ul style="list-style-type: none"> <li>• In their weekly Collaborative Community (C3) meetings, teams will focus their attention on questions 1 (curriculum).</li> <li>• According to the C3 Implementation Plan for 2018-19, teams will be focusing their attention on question 2 (assessment) this year.</li> </ul>	Lesson plans demonstrating the standards that will be the focus, common formative assessments, CTLS Assess Touchstones	FO – All teachers participated in a number of PLCs (grade level, PLG, Committees) and meetings are documented.



# Timber Ridge Elementary 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<p><b>CTLS Assess will be administered as mini- and full-Touchstone assessments in reading, math, science, and social studies to determine need for remediation / enrichment as determined by Data Team minutes.</b></p> <p><b>Deliver Professional Learning by TTIS on the new features of CTLS ASSESS and TEACH to provide teachers with information on how they can use the system to maximize instructional planning based on implications provided by the CTLS data.</b></p>	CTLS Touchstones Data	<p><b>IP – CTLS Assess was utilized as part of the data team PLC. ELA and Math Touchstones were reviewed but science / social studies were not.</b></p> <p><b>IP – Touchstones and mini-Touchstones were given in reading and math to determine instructional steps for enrichment – remediation as supported by TTIS.</b></p>

# Timber Ridge Elementary 2018-2019 Strategic Plan

*Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).*

**READING**

- Administer the RCA to all kindergarten and first grade students at the end of the school year.
- Provide a more rigorous literacy core, emphasizing phonics, guided reading, shared reading, and word work for kindergarten students.

**MATH**

- Assess students using the Reading Inventory (RI) and the Math Inventory at a minimum of three administrations per year (Beginning, Midyear, End).
- For students who score at the Basic and Below Basic performance levels on any of the progress monitoring points, administer another assessment at the 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter mark to improve timely data on which to make instructional decisions.
- Plan intervention and program assignments from data in our RTI CCC/C3 meetings.

Reading Inventory and Math Inventory data

**READING**

The 2018 end-of-the-year (EoY) RI scores are as follows:

Grade	BoY Prof	EoY Prof
K-FRA	2%	70%
K-RCA	4%	25%
1	39%	93%
2	50%	85.6%
3	77%	95.5%
4	77%	94.1%
5	90%	97.2%

This year, we administered the RCA to all kindergarten and first grade students at the end of the school year. We need to continue to work with our kindergarten students through a more rigorous literacy core, emphasizing phonics, guided reading, shared reading, and word work.

**MATH**

However, the end-of-the-year (EoY) MI scores, as identified by CCSD Annual Assessment Summary are as follows:

Grade	BoY Prof	EoY Prof
K	37%	86.5%
1	21%	91.2%
2	30%	70.3%
3	7%	52.4%
4	12%	89%
5	57%	87.8%

Struggles in math proficiency in grades 2 and 3 are cause for concern. Solid growth was made but these two grade levels failed to achieve the 80% proficiency goal. There *could* be some correlation between a “renorming” by HMH in the middle of the school year, thus lowering students’ scores.

# Timber Ridge Elementary 2018-2019 Strategic Plan

*Increase percentage of students performing at grade level in reading and math.*

**Reading**

According to the 2018 CCSD Milestones Testing Brief, **86.4% of students were reading at grade level or above.** 67.6% of students are reading ABOVE the Lexile Stretch Band and 30.2% of students are reading WITHIN the Lexile Stretch Band. 2.2% of students were reading BELOW the Stretch Band.

The following information shows the percentage of students scoring at the Proficient and Distinguished performance levels during the 2017 and 2018 EOG Milestones:

**2018**

Grade	Prof	Dist	Total
3	49.4%	29.9%	<b>79.3%</b>
4	53.5%	37.4%	<b>90.9%</b>
5	36.5%	52.9%	<b>89%</b>

- Support Lexia Breakfast Club, RTI and SPED specialized instruction, Talent Development, small group reteaching, Timberwolf Time (Target Days) to provide additional opportunities for students to close skill gaps through computer-based instruction.
- Identify and provide computer-based programs and research-based strategies to FOCUS students and MISSED OPPORTUNITY students.
- Use of System 44 and Read 180 as part of specially designed instruction for students with disabilities.

**MATH**

- Use DreamBox math with students as both an acceleration tool and a remediation tool.
- Deliver direct instruction on answering constructed response questions, with an emphasis on how to move from Developing to Proficient and Proficient to Distinguished.

CCRPI Data

**READING**

FO - According to the 2018 CCSD Milestones Testing Brief, **86.4% of students were reading at grade level or above.** 67.6% of students are reading ABOVE the Lexile Stretch Band and 30.2% of students are reading WITHIN the Lexile Stretch Band. 2.2% of students were reading BELOW the Stretch Band.

The following information shows the percentage of students scoring at the Proficient and Distinguished performance levels during the 2017 and 2018 EOG Milestones:

**2017**

Grade	Prof	Dist	Total
3	51%	26%	77%
4	44%	42%	86%
5	62%	24%	86%

**2018**

Grade	Prof	Dist	Total
3	49.4%	29.9%	<b>79.3%</b>
4	53.5%	37.4%	<b>90.9%</b>
5	36.5%	52.9%	<b>89%</b>

**MATH**

2018 Milestones Testing Brief indicated that 80.5% of students were working on-grade level in math as demonstrated by scoring at the Proficient and Distinguished performance levels on the EOG Milestones.

**2017**

Grade	Prof	Dist	Total
3	52%	19%	71%
4	43%	47%	90%
5	38%	32%	70%



# Timber Ridge Elementary 2018-2019 Strategic Plan

					2018																
					<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Prof</th> <th style="text-align: center;">Dist</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">51.75%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">84.75%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">41.75%</td> <td style="text-align: center;">48.75%</td> <td style="text-align: center;">90.75%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">42.75%</td> <td style="text-align: center;">25.25%</td> <td style="text-align: center;">68%</td> </tr> </tbody> </table>	Grade	Prof	Dist	Total	3	51.75%	33%	84.75%	4	41.75%	48.75%	90.75%	5	42.75%	25.25%	68%
Grade	Prof	Dist	Total																		
3	51.75%	33%	84.75%																		
4	41.75%	48.75%	90.75%																		
5	42.75%	25.25%	68%																		

**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> <b>of Key Actions from last year's plan:</b> (Due September 1)
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# Timber Ridge Elementary 2018-2019 Strategic Plan

<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p><u><b>LKES Survey</b></u></p> <ul style="list-style-type: none"> <li>• Determine staff activities to increase morale from work on the People Strand.</li> <li>• Identify both positives and areas for opportunity to grow when completing evaluations.</li> </ul> <p><u><b>GA Student Health Survey (GSHS)</b></u></p> <ul style="list-style-type: none"> <li>• Implement the #ChooseKind theme this year by conducting a school-wide behavior assembly, emphasizing our ROPES expectations and the new #ChooseKind initiatives.</li> <li>• Present to staff members the results of these surveys and communicate expectations that they should be hyper-vigilant when supervising students, particularly noticing any bullying behaviors that may occur. Students will be presented with avenues on how to address these issues with adults.</li> </ul> <p><u><b>GA School Personnel Survey (GSPS)</b></u></p> <ul style="list-style-type: none"> <li>• Provide social activities, collaborative communities, and invitations to events to improve school culture.</li> <li>• Utilize school discipline program and our school-wide theme to improve student interactions with each other, decreasing discipline.</li> </ul> <p><u><b>GA Parent School Climate Survey (GPSCS)</b></u></p> <ul style="list-style-type: none"> <li>• Solicit input from parents in the form of surveys, inventories, and mass communication to inform school-level decisions.</li> </ul>	<p style="text-align: center;">Georgia Climate Survey</p>	<p><b>Lowest Ratings on LKES Survey by Staff:</b>          2.57 – Instructional Time          2.47 – Staff Morale          2.47 – No question below 95%          2.68 – Smooth Operations          2.38 – Teacher Induction          2.39 – Staff Evaluations</p> <p>***All of these items were discussed with TLT for clarification purposes. They will again be discussed prior to the 2018 survey.</p> <p><u><b>Georgia Student Health Survey (GSHS)</b></u>          According to the results of the 2017-18 GSHS, our students demonstrate strong characteristics of positive emotional and social health. There were some concerning scores in a couple of areas:</p> <p><u><b>School Connectedness</b></u>          In the area of School Connectedness, the average score for the 11 questions in this section was 88.2%, which indicates that the students feel connected to school. The one question that indicated a lower score dealt with student perceptions on the behavior of other students. This score was a 65%.</p> <p><u><b>Peer Victimization</b></u>          The question dealing with students being picked on was scored the lowest by students at 74.7%.</p> <p><u><b>Georgia School Personnel Survey (GSPS)</b></u>          According to the results of the 2017-18 GSPS, our staff demonstrated strong support for our school culture. 93% of the staff surveyed responded favorably (strongly agree / agree) to each question. The questions with the lowest approval score focused on:</p> <ul style="list-style-type: none"> <li>- Feeling an important part of my school (1.455);</li> </ul>
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# Timber Ridge Elementary 2018-2019 Strategic Plan

				<ul style="list-style-type: none"> <li>- Feeling connected to the teachers at my school (1.455); and</li> <li>- Students treating each other with respect (1.402).</li> </ul> <p>***No teacher scored ANY of these three questions lower than agree.</p> <p>Even with these questions earning the highest rating (1 representing strongly agree), all three questions indicate that there is no concern with these perceptions in our school culture.</p> <p><u>GA Parent School Climate Survey</u>          The results of the 2017-18 indicate that parent are happy with our school and its programs with scores ranging from 1.11 to a 1.99. The three lowest scores indicate parent information regarding:</p> <ul style="list-style-type: none"> <li>- Involvement in Decision Making (1.99);</li> <li>- Involved in Activities at School (1.81);</li> <li>- Frequently Volunteer (1.94).</li> </ul> <p>Although these scores are higher, they are still within the “agree” category. Little can be done, at the school level about parent involvement or volunteering in the school as there are plenty of opportunities. At Timber Ridge, we are fortunate to have many stay-at-home moms who are always willing to volunteers and, due to those high numbers, the classrooms simply do not enough tasks or need for all parents who want to volunteer to actually volunteer. Regarding involvement in school activities, a lack of parent interest is not an issue that the school can control.</p>
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# Timber Ridge Elementary 2018-2019 Strategic Plan

	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ul style="list-style-type: none"> <li>• Host TWO parent nights, one focused on Math and the other focused on STEM.</li> <li>• Through PTA, parents will be trained in how to deal with Cyberbullying.</li> </ul>	Programs Strand Needs Assessment	IP – The discussion to host parent nights began last spring but we were unable to organize properly, thus deciding to wait until the 2018-19 school year.
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## Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> <li>• The School Instructional Leadership Team (SILT) will meet monthly to conduct a book study, focused on teacher leadership, discuss the progress on the C3 implementation Plan, review data and discuss instructional implications.</li> <li>• Solicit funding from Foundation for Teacher Leaders to attend Professional Learning opportunities outside the district and state to network and learn of new strategies and programs.</li> </ul>	<i>Monthly Teacher Leader Collaborative Communities (agendas, book study, professional learning, etc)</i>	This district initiative was not a component of the 2017-18 SSP for Timber Ridge so there are no results to report (even though monthly SILT meetings were held throughout the school year.)



# Timber Ridge Elementary 2018-2019 Strategic Plan

*Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.*

- Conduct Pre-Evaluation Conference by reviewing teacher self-evaluation and determining learning needs based on interest, self-evaluation, school / district need, or ratings from 16-17 TKES program.
- Collaboratively pursue the Microsoft Innovative Educator certification as part of our faculty learning program.

TKES Data, Professional Learning Goals, Self-Evaluations, SSP, Professional Learning Goal process

FO - The school-focused Professional Learning for 2017-18 was on the writing process and it was an overwhelming success with many positive responses as a result. Six sessions were conducted with Luz Montanez. Without a state assessment that measures authentic writing, there is no true measure of the impact of our writing process training on student process writing improvements. The only possible measure that could be used is the Narrative Writing score and that comparison is included below. However, the manner in which Georgia reports scores are NOT broken out by reading and its impact on writing. Our school's belief is that reading and writing should be kept completely separate. Writing to demonstrate reading content should only measure CONTENT and not a student's writing ability. Constructed Response writing should be an instructional tool, not an assessment tool.

**Narrative Writing – 2017 EOG**

Grade	Proficient - Distinguished
3 <sup>rd</sup>	13%
4 <sup>th</sup>	39%
5 <sup>th</sup>	30%

**Narrative Writing – 2018 EOG**

Grade	Proficient - Distinguished
3 <sup>rd</sup>	14%
4 <sup>th</sup>	43%
5 <sup>th</sup>	48%

Comparing the narrative writing scores from 2017 to 2018, the data for grades 4 and 5 indicate that the process writing

# Timber Ridge Elementary 2018-2019 Strategic Plan

training, conducted by Luz Montanez, was effective. However, for grade three, there was only a slight difference. More information about how to prepare for this writing assessment is necessary in order for student writing to have a more positive impact on overall ELA achievement.

**Extended Writing – 2017 EOG ELA**

Grade	Ideas (3,4)	Usage (3)
3 <sup>rd</sup>	21%	23%
4 <sup>th</sup>	34%	31%
5 <sup>th</sup>	50%	42%

**Extended Writing – 2018 EOG ELA**

Grade	Ideas (3,4)	Usage (3)
3 <sup>rd</sup>	32%	30%
4 <sup>th</sup>	47%	40%
5 <sup>th</sup>	45%	50%

**Improvement - Regression**

Most of the 2018 writing scores improved from the 2017 writing scores so the efforts in professional learning were impactful. The school did not get to student work analysis this year. Next year, the plan is to continue our focus on process writing with Luz Montanez working in classrooms, providing coaching.

Concerns: Our school’s narrative writing scores are not correlated with our reading scores. I am unsure as to how narrative writing is assessed and question developmental appropriateness.