



School: King Springs Elementary

Principal: Ashley Mize

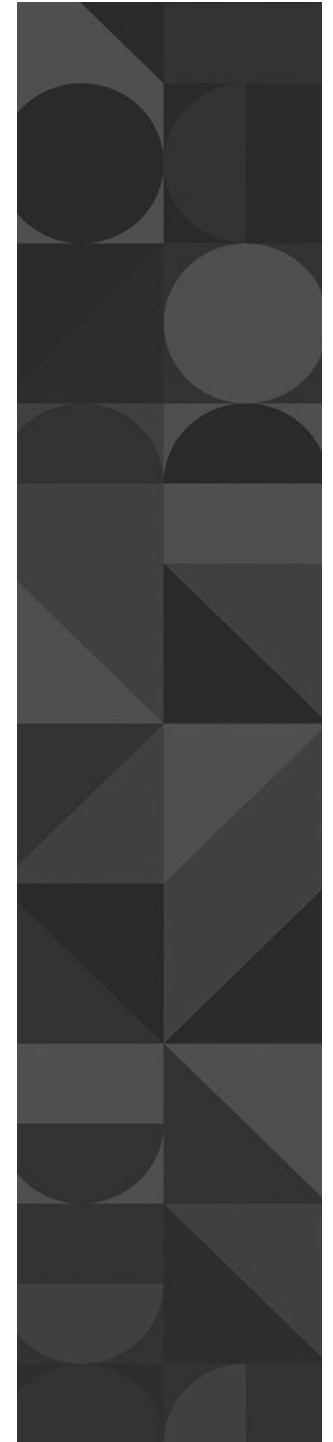
School Year: 2023-2024

Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.



Goal #1: Literacy

Superintendent's Priority: 3. Use data to make decisions. 

Literacy Initiative (Goal):

During the 2023-2024 school year, KSE grade level teachers will utilize the CCC process to determine research-based practices for use in teaching reading and vocabulary to increase the number of students demonstrating proficiency (85% or higher) in Reading and Vocabulary on the ELA Interims quarterly and on the Georgia Milestones at the end of the year in grades 3-5.

Critical Action: (What actions are necessary and by when?)

Increase the number of students demonstrating proficiency in Reading and Vocabulary as measured by CCSD Interim Assessments and Georgia Milestone Assessments

Vertical review of a shared definition of Reading and Vocabulary to be reviewed periodically during CCC's:

- Reading includes reading passages or texts and responding to questions that test knowledge of vocabulary, grammar, and syntax.

Assessments of reading and vocabulary include fill-in-the-blank exercises, multiple choice, sentence completion, and matching exercises to evaluate a student's understanding of reading of texts including content area reading and content area vocabulary.

-Vocabulary includes knowledge of identifying synonyms, antonyms, and homophones as well as using context clues to infer the meaning of words.

Action Steps:

1. Implement grade level common assessments with a variety of assessments listed above and include:

No more than 10 questions

At least 2 need to be at Level IV DOK

2. Administer and track Interim data for each quarter and remediate as necessary.

3. Use small group differentiated instruction to ensure deep understanding of texts from various genres.

4. Implement content area read alouds with embedded think alouds. (listening comprehension is higher than reading comprehension).

Goal #1: Literacy

Evidence: (How do we monitor progress?)

-Grade level common assessments (pre/post) will be used to determine progress on the goal of Reading and Vocabulary.

-ELA Interim assessments administered at the end of each quarter will be used to determine progress relating to our goal Reading and Vocabulary.

-Georgia Milestones overall ELA scores (scale and domain mastery) will be used to determine progress relating to our goal Reading and Vocabulary standards.

Outcomes: (How do we measure success?)

We measure success when we see progress which can lead to mastery.

On the Georgia Milestones, success would look:

- moving students from beginning learner to developing learner
- moving students from developing learner to proficient learner
- moving students from proficient learner to distinguished learner

Each student would be considered successful if he/she is able to move from one band of performance to another.

Reflection: (What do we do if goal is met or not met?)

Goal #2: Math

Superintendent's Priority: 3. Use data to make decisions.

Math Initiative (Goal):

During the 2023-2024 school year, KSE grade level teachers will utilize the CCC process to determine research-based practices for use in teaching number operations to increase the number of students demonstrating proficiency (85% or higher) in Number Operations on the Math Interims quarterly and on the Georgia Milestones at the end of the year in grades 3-5.

Critical Action: (What actions are necessary and by when?)

Vertical review of a shared definition of Number Operations to be reviewed periodically during CCC's:

- Knowing how to fluently perform addition, subtraction, multiplication, and division processes.
- Understanding the relationship among them including the properties of the operations (commutative, associative, and distributive properties) to simplify and solve problems.
- Performing all operations mentally and in written form to solve real-world problems in various contexts.

Action Items for each grade level for each quarter:

1. Implementation of grade level common assessments with assessment format of:
 - No more than 10 questions
 - At least 2 questions need to be at Level IV DOK
2. Administer and track Interim data for each quarter and remediate as necessary.
3. Align instruction:
 - Use manipulatives during math instruction to ensure deep understanding.
 - Implement Number Talks daily.
 - Continuation of Springer Block for remediation and extension.
 - Ensure students can use a variety of strategies in solving problems.

Goal #2: Math

Evidence: (How do we monitor progress?)

- Grade level common assessments (pre/post) will be used to determine progress on the goal of Number Operations.
- Math Interim assessments administered at the end of each quarter will be used to determine progress relating to our goal Number Operations standards.
- Georgia Milestones overall math scores (scale and domain mastery) will be used to determine progress relating to our goal Number Operations standards.

Outcomes: (How do we measure success?)

We measure success when we see progress which can lead to mastery.

On the Georgia Milestones, success would look:

- moving students from beginning learner to developing learner
- moving students from developing learner to proficient learner
- moving students from proficient learner to distinguished learner

Each student would be considered successful if he/she is able to move from one band of performance to another.

Reflection: (What do we do if goal is met or not met?)

Goal #3: School Selected

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.

School Selected Initiative (Goal):

Implement school wide expectations for students through the implementation of the PRIDE framework (positive, respectful, inclusive, dependable and engaged) as well as Love and Logic (loving and empathetic boundary setting) - in both behavior and academics .

Critical Action: (What actions are necessary and by when?)

1. Revise and improve the PRIDE handbook for the 2023-2024 school year to include clear guidelines on how to explicitly teach and model PRIDE behavior during school.
2. Review PRIDE handbook with teachers during pre-planning and set staff expectations for implementation.
3. Teachers will implement PRIDE lessons in the 1st weeks of school.
4. Teachers will implement PRIDE review lessons 3 times a year. (Oct, Jan, Feb.)
5. Teachers will consistently implement PRIDE and use the behavioral expectations to improve the academic setting.

Goal #3: School Selected

Evidence: (How do we monitor progress?)

- Discipline data comparison
- Survey Teachers to determine effectiveness and satisfaction with behavior plan

Outcomes: (How do we measure success?)

- Teacher increased satisfaction with school wide behavior plan
- Decreased office referrals

Reflection: (What do we do if goal is met or not met?)