



**Superintendent’s Priorities**

1. Make Cobb the best place to teach, lead and learn.
2. Simplify the foundation of teaching and learning to prepare for innovation.
3. Use data to make decisions.

**Instructions:** Select two goals connected to the Superintendent’s priorities. 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.

**School:** Lewis Elementary

**Principal:**

**Robert Babay**

<p><b>Superintendent’s Priority:</b>     <b>Use data to make decisions.</b></p>
<p><b>Initiative (Goal):</b>          During the 2022-2023 school year, we will increase the % of Kindergarten through Third Grade students reading at or above grade level from <u>  63.2  </u>% to <b>70</b>% by the end of the school year as measured by the NSGRA assessments.</p>
<p><b>Critical Action:</b> (What actions are necessary and by when?)          All K-3 students will receive daily high-quality Tier 1 ELA core instruction aligned with the district’s priority standards. Students identified as needing additional moderate reading interventions will receive small group targeted instruction by their teacher. Those students needing intensive interventions will go to the school’s Reading Intervention Lab. (K-2 Wilson Foundations) (Grade 3 System 44)</p>
<p><b>Evidence: (How do we monitor progress?)</b>          Teachers will monitor progress through daily observations and student performance in guided reading groups. In addition, students will be assessed for progress using the Next Steps Guided Reading Assessment quarterly. Their progress will be recorded on the school's data tracker and reviewed with administration at the end of each quarter as well. (*Additional progress monitoring tools)          *Running Records          *Sight Word Checks          *Early Literacy Cycle Assessments</p>
<p><b>Outcomes:</b> (How do we measure success?)          Student success will be measured by monitoring their progression along the Fountas and Pinnell reading levels appropriate for their grade level and reported on the quarterly grade level report card. These interventions aim to continue to close the gap for those students reading below reading level as the school year progresses.</p>
<p><b>Reflection: (What do we do if the goal is met or not met?)</b>          Completed at the end of the school year.</p>

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

**Initiative (Goal):** During the 2022-2023 school year, we will increase the % of Fourth and Fifth Grade students reading at or above grade level from 61.3% to 70% by the end of the school year as measured by the Reading Inventory Assessment.

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

All fourth and fifth-grade students will receive daily high-quality Tier 1 ELA core instruction aligned with the district's priority standards. Students identified as needing additional moderate reading interventions will receive small group targeted instruction by their teacher. Those students needing intensive interventions will attend the school's Intermediate Intervention Reading lab. (System 44/ Read 180)

**Evidence: (How do we monitor progress?)**

Teachers will monitor progress through daily observations and student performance in guided reading groups. Teachers will adjust their guided reading groups as needed based on daily common formative assessment data results. In addition, students will be assessed for progress using the Winter and Spring Reading Inventory results.

**Outcomes: (How do we measure success?)**

Student success will be measured by growth in Lexile levels using the Proficiency and Growth Reports available in the Reading Inventory Assessment software program after each administration window. The growth for each student's success is contingent upon their baseline data point and how far from proficiency a student may be. Students demonstrating proficiency or advanced on their baseline assessment may experience a slower growth rate than those below proficiency.

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

Completed at the end of the school year.