



School: Austell Elementary

Principal: Kahliah C. Rachel

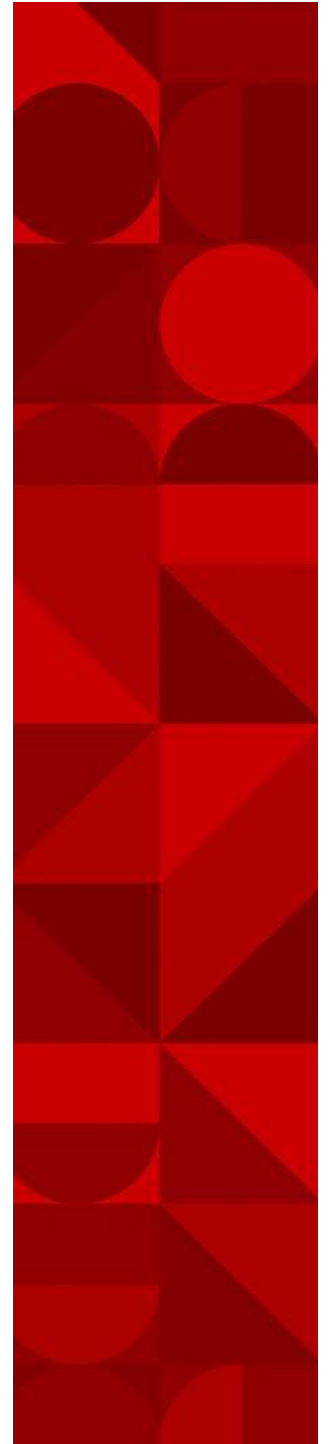
School Year: 2023-2024

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



Literacy Initiative (Goal):

By the end of the 2023-2024 school year, the percentage of K-5 students performing proficient or advanced Lexile levels as measured by the Reading Inventory assessment will increase from 49% (149 out of 306 students) in the Spring 2023 by 15% in the Spring of 2024.

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

-Teachers in grades K-5 will implement a schoolwide intervention block for tiered instruction in ELA.

-K-5 Teachers will use ELF data in (K-2) and i-Ready Magnetic Reading in (3-5) to create differentiated learning plans for students based on their areas of need. Instruction, assessment, intervention, and extension provided using the CCSD Early Literacy Framework (ELF), CCSD ELA curriculum, and supporting resources.

Goal #1: Literacy

Evidence: (How do we monitor progress?)

- Reading Inventory,
 - Interim Assessment
 - Early Literacy Assessments
 - Read 180 and System 44
- *I-Ready reports will be reviewed to evaluate student performance.

Outcomes: (How do we measure success?)


- 90% of all teachers will accurately implement i-Ready facing resources with fidelity during the schoolwide intervention block.
- At least 15% of students who begin their assessments performing in the beginning and developing stages of phonemic awareness and phonics skills as identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.
- 90% of K-2 teachers use recommended ELF strategies to increase proficiency in reading. 90% of 3-5 teachers will implement i-Ready Magnetic Reading.
- At least 15% of students who begin the year performing in beginning and developing stages will grow to perform at proficient and above stages by the end of the year.



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

- At the end of each grading quarter, we will reassess our goals and increase them as they are met. If goals are not met, adjustments will be made to our action steps to increase our progress and student achievement

Goal #2: Math

Superintendent's Priority: 2. Simplify our foundation for teaching and learning in order to prepare for innovation. 

Math Initiative (Goal):

By the end of the 2023-2024 school year, the percentage of K-5 students performing proficient or advanced in mathematics as measured by the Math Inventory assessment will increase from 56% (207 out of 369 students) in the Spring of 2023 by 15% in the Spring of 2024.

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

- Implement school-wide intervention block for tiered instruction and interventions with alignment of New Georgia Math Standards, teaching strategies and differentiation for all levels of learners (SPED, ELLs & Gifted)
- Implement math fact fluency instruction and number sense routines with fidelity using district provided materials and Title I purchased resources.

Goal #2: Math

Evidence: (How do we monitor progress?)

- Math Inventory
- Math Interim Assessments
- Math Fluency Framework Assessments

Outcomes: (How do we measure success?)

- 90% of all teachers will accurately implement i-Ready student facing resources (learning plans & materials) with fidelity during the schoolwide intervention block.
- At least 15% of students who begin their assessments performing in the beginning and developing stages of mathematics skills as identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.
- 90% of all teachers will accurately implement problem solving and statistical reasoning during the Math Workshop using CTLS resources and Title I materials
- At least 15% of students who begin their assessments performing in the beginning and developing stages of mathematics skills as identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.



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

-At the end of each grading quarter, we will reassess our goals and increase them as they are met. If goals are not met, adjustments will be made to our action steps to increase our progress and student achievement.

Goal #3: School Selected

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



School Selected Initiative (Goal):

By the end of the 2023-2024 school year, the percentage of K-5 students receiving office discipline and bus referrals will decrease from 20% (78 out of 390 students) in the Spring 2023 by 10% in the Spring 2024.

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

-Classroom teachers will consistently provide teaching and instruction in the classroom on universal and targeted behaviors as determined by the CSIS data.

-Clear expectations for behavior will be displayed throughout the school building and in designated areas for consistency of school-wide expectations.

Goal #3: School Selected

Evidence: (How do we monitor progress?)

-Decrease in classroom and bus referrals in CSIS Platform and Discipline Que.

Outcomes: (How do we measure success?)

CSIS data

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

-At the end of each grading quarter, a SSP reflection will take place (CCC meetings). Adjustments will be made to the action steps if the targeted goal is on or off track of being met.