COBB COUNTY
SCHOOL DISTRICT

School: **Mableton Elementary**

Principal: **Dr. Pamela Cain**

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.
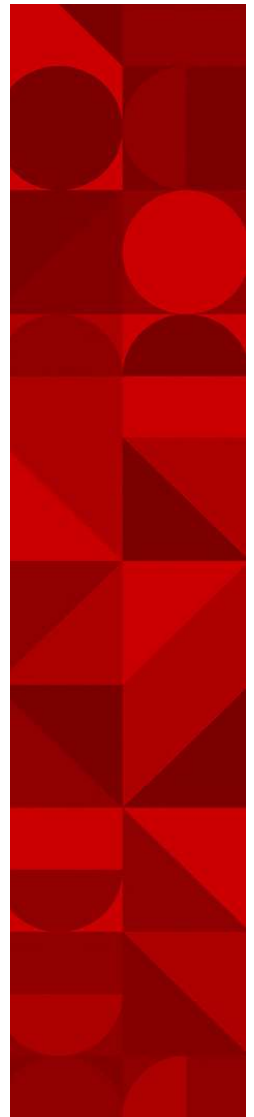
Goal #1: Literacy

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

Literacy Initiative (Goal):

The percentage of students in grades 3-5 achieving their expected growth in Lexile according to the Reading Inventory growth goal will increase from 58% in the Spring of 2023 to 65% in the Spring of 2024.

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

1. K-5 teachers will implement daily reading workshop model lessons that include a standards-based mini lesson, small group reading instruction based on strengths and weaknesses, and a standards-based closing.

2. K-3 students will take the Amira screener per CCSD guidelines. 4-5 students will take the Amira and/or PAST if reading below grade level.

3. Teachers will receive PL on phonological awareness and phonics instruction based on science of reading research.

4. K-2 teachers will implement daily lessons from Heggerty and UFLI Foundations.

5. 3-5 teachers will implement lessons from Heggerty and/or UFLI Foundations in small group instruction for students who are identified as having phonological awareness and decoding weaknesses.

6.   Teams will plan PBL units that include reading curriculum and standards during Collaborative Planning days; K-5 Teachers will implement reading AI and Science Integrated instruction during whole group and small group instruction.

Goal #1: Literacy

Evidence: (How do we monitor progress?)

1. Student reading level growth will be monitored through running records, DRA progress monitoring, or NSFGR assessments.
2. Teachers will use the Amira reports to identify student phonological or phonemic awareness weaknesses that can be addressed in small group reading instruction.

Outcomes: (How do we measure success?)

K-2 student impact will be assessed through ELF cycle formative assessments every three weeks.

3-5 student impact will be assessed through a Spelling Screener once a quarter and discussed at quarterly collaboration.

K-2 student impact will be assessed through ELF cycle summative assessments every nine weeks.

3-5 student impact will be assessed through a LETRS Spelling Screener in the fourth quarter to determine growth.

RI data, grade level common assessments, CTLS Science data reports (5th grade), ESGI data reports.

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

Grade level CCCs will evaluate the outcomes quarterly by answering questions 3 and 4 of CCC process and adjust instructional practices accordingly, specifically strategies, interventions, reteaching, and acceleration/extension practices. Administrators will participate in the CCC meetings so that school-wide changes, such as scheduling, may be addressed.

Goal #2: Math

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

Math Initiative (Goal):

The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 46% (spring/2023) to 50% by the Spring of 2024.

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

1. Implement Building Fact Fluency Kits for daily building fluency and independent math stations
*Kdg and 1st grade + and – kits
*2nd grade uses kits for remediation
*3rd and 4th grade x and – kits
*5th grade uses kits for remediation

2. Provide Professional Learning Opportunities for teachers to build content knowledge, confidence and promote consistent fluency instruction with the use of the Building Fact Fluency Kit.

3. Use Math Movement games during Intervention block.

4. School-Wide Math Inventory student goal setting template.

5. Integrate Science with Math, Reading, Writing, Arts and Technology through targeted instructional support and classroom lessons in music, theater, visual arts and digital media. Teacher teams will receive professional learning to explore the design, development and implementation of STEAM instruction that is aligned to state and national standards.

Goal #2: Math

Evidence: (How do we monitor progress?)

1. Coaches and administrators will assess implementation of the Fact Fluency Kits using "Look For's checklist" every 2 weeks.

2. Fluency will be monitored using Student self-assessment tools included in the resource kit as well as student conferencing.

Outcomes: (How do we measure success?)

Student Self-Assessment forms
Student Conference Notes
Look For's Checklist
Survey Results
Growth reports generated by SAM software
MI data, grade level common assessments, CTLS Science data reports, ESGI data reports

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

Grade level CCCs will evaluate the outcomes quarterly by answering questions 3 and 4 of CCC process and adjust instructional practices accordingly, specifically strategies, interventions, reteaching, and acceleration/extension practices. Administrators will participate in the CCC meetings so that school-wide changes, such as scheduling, may be addressed.

Goal #3: School Selected

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

School Selected Initiative (Goal):

The percentage of students in grades 1-5 scoring in the developing performance band of the science interim assessments on each unit will decrease from 46% in the 2022-2023 school year to 36% in the 2023-2024 school year.

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

1. Quarterly PBL Curriculum planning Days

2. Implementation of CCSD Science Workshop Model Lessons.

3. School-wide Science/STEAM Book of the Month.

4. At home monthly STEAM Standards.

5. Integrate Science with Math, Reading, Writing, Arts and Technology through targeted instructional support and classroom lessons in music, theater, visual arts and digital media. Teacher teams will receive professional learning to explore the design, development and implementation of STEAM instruction that is aligned to state and national standards.

Goal #3: School Selected

Evidence: (How do we monitor progress?)

1. Meeting Minutes/Agendas
2. Grade Level PBL Units
3. CCC minutes, Grade level Science Assessments Data, rubrics, checklist, lesson plans

Outcomes: (How do we measure success?)

1. CCSD Interim Data Analysis Reports.
2. EOG Science Reports- 5th Grade

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

Grade level CCCs will evaluate the outcomes quarterly by answering questions 3 and 4 of CCC process and adjust instructional practices accordingly, specifically strategies, interventions, reteaching, and acceleration/extension practices. Administrators will participate in the CCC meetings so that school-wide changes, such as scheduling, may be addressed.