



Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

# Processes for Data Analysis

Principal-to-Principal Webinar Series  
February 10, 2016

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## Purpose:

To support educational leaders in their school improvement efforts and to address the expressed needs of principals in Georgia.

Principals from throughout the state will share how they have effectively implemented the best practices related to each topic.

Date and Time	Topic and Related Georgia School Performance Standard
January 13, 2016 10:00 A.M.	Establishing and supporting a data-driven school leadership team that is focused on student learning (Leadership Standard 6)
February 10, 2016 10:00 A.M.	Using processes to systematically analyze data to improve student achievement (Leadership Standard 4)
March 9, 2016 10:00 A.M.	Using research-based instructional practices to positively impact student learning (Instruction Standard 4)
April 13, 2016 10:00 A.M.	Monitoring implementation of the school improvement plan (Planning and Organization Standard 3)
May 11, 2016 10:00 A.M.	Evaluating and improving school culture (School Culture Standards 1-5)
June 8, 2016 10:00 A.M.	Summer Planning: How do effective principals use their summers to prepare for the upcoming school year?

# Georgia School Performance Standard: Leadership 4

- **Uses processes to systematically analyze data to improve student achievement**
  - Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data to improve achievement
    - Multiple sources of data are used: classroom, grade level, departmental, subgroup, perception data, etc.

## Georgia School Performance Standards:

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/School%20and%20District%20Effectiveness/GA%20School%20Performance%20Standards.pdf>

## SDE Professional Learning:

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Professional-Learning.aspx>



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# IMPROVING STUDENT ACHIEVEMENT THROUGH SYSTEMATIC ANALYSIS OF DATA

WINDY A. BOTTOMS, ED. S., PRINCIPAL  
DR. TRESA CHEATHAM, ASSISTANT PRINCIPAL  
BIRMINGHAM FALLS ELEMENTARY SCHOOL  
FULTON COUNTY SCHOOLS



## SCHOOL PROFILE

- BIRMINGHAM FALLS ELEMENTARY IS LOCATED IN THE CITY OF MILTON, IN NORTH FULTON COUNTY. THE SCHOOL OPENED IN 2009 WITH AN ENROLLMENT OF APPROXIMATELY 775 STUDENTS. OVER THE PAST 7 YEARS, THE STUDENT POPULATION HAS FLUCTUATED AND IS CURRENTLY 725. BFES HAS ONE SPECIAL EDUCATION KINDERGARTEN CLASSROOM, 3 AUTISM TRANSITIONAL CLASSROOMS, AND SERVES STUDENTS IN GRADES K-5.
- THE STUDENT POPULATION HAS CHANGED IN THE LAST 3 YEARS BOTH SOCIO-ECONOMICALLY AND CULTURALLY. CURRENTLY 90% OF OUR STUDENTS ARE WHITE, 5% ASIAN, 5% BLACK AND 3% HISPANIC. FOR THE 15-16 ACADEMIC YEAR, 3% OF STUDENTS RECEIVED FREE / REDUCED LUNCH.
- SINCE THE SCHOOL OPENED IN 2009, THERE HAVE BEEN MANY ADMINISTRATIVE CHANGES INCLUDING 4 PRINCIPALS, 4 ASSISTANT PRINCIPALS, 4 CURRICULUM SUPPORT TEACHERS, AND 5 COUNSELORS. IN 2013, MRS. BOTTOMS BEGAN SERVING AS PRINCIPAL.
- BFES ENJOYS TREMENDOUS SUPPORT FROM THE PARENT COMMUNITY. WE HAVE A PARENT TEACHER ORGANIZATION TO PROVIDE PARENT SUPPORT, FINANCIAL SUPPORT, AND RESOURCES TO BENEFIT THE WHOLE SCHOOL PROGRAM EMPHASIZING STUDENT AND FACULTY NEEDS.



# MISSION AND VISION

## MISSION STATEMENT

BUILDING THE FOUNDATION OF EXCELLENCE FOR ALL STUDENTS

## VISION STATEMENT

THE BIRMINGHAM FALLS ELEMENTARY COMMUNITY ENVISIONS A SCHOOL OF EXCELLENCE THAT...

- SUPPORTS AND CHALLENGES STUDENTS AND STAFF TO REACH THEIR FULL POTENTIAL.
- FOSTERS A SAFE AND FRIENDLY SCHOOL ENVIRONMENT.
- PROVIDES EXCEPTIONAL INSTRUCTION AND STRIVES TO INCREASE STUDENT ACHIEVEMENT.
- INTEGRATES TECHNOLOGY TO PREPARE STUDENTS FOR CURRENT AND FUTURE CHALLENGES.
- PROMOTES COOPERATION BETWEEN SCHOOL, HOME, AND COMMUNITY.
- INSPIRES STUDENTS TO BE INDEPENDENT THINKERS, COLLABORATIVE TEAM MEMBERS, AND PASSIONATE LIFE-LONG LEARNERS.

## SCHOOL PURPOSE



- OUR PHILOSOPHY IS BASED ON MEETING THE NEEDS OF THE WHOLE CHILD. WE BELIEVE IN HAVING A LASER FOCUS ON ALL AREAS OF DEVELOPMENT: ACADEMIC, SOCIAL, PHYSICAL AND EMOTIONAL. WHILE OUR FOCUS IS ALWAYS ON INCREASING STUDENT ACHIEVEMENT, IT IS NOT AT THE EXCLUSION OF THE CHILD'S SOCIAL, PHYSICAL OR EMOTIONAL WELL-BEING.
- OUR SCHOOL GOALS:
  - ENSURE THAT CHILDREN ACHIEVE TO THEIR FULLEST POTENTIAL IN A SAFE, NURTURING ENVIRONMENT
  - ENHANCE THE DEVELOPMENT OF EACH CHILD'S SELF ESTEEM SO THAT THE CHILD VIEWS HIMSELF AS A PERSON OF WORTH AND DIGNITY
  - MAKE EACH CHILD'S EDUCATIONAL EXPERIENCES PLEASANT AND SUCCESS ORIENTED SO THAT THE CHILD DEVELOPS AN ENTHUSIASTIC LOVE FOR LIFE LONG LEARNING
  - FOSTER A COLLABORATIVE, RESPECTFUL RELATIONSHIP BETWEEN CHILDREN, FAMILIES, STAFF, AND OUR COMMUNITY.



Birmingham Falls ES

**STRATEGIC PLAN**  
SY 2015/16 – SY 2017/18

**Long-Term Outcomes**

1. *Increase Student Engagement in Academics*
2. *Increase Critical Thinking Skills Among All Students*
3. *Increase Writing Proficiency Among All Students*

**Focus Area #1**

**Engaging Instructional Practices**

- Strategies in the classroom

**Short-Term Goals**

1. Increase innovative instructional practices in the classroom.
2. Expand use of critical thinking skills within the classroom.
3. Increase implementation of technology in the classroom.
4. Increase opportunity for real world learning through the classroom environment.

**Strategic Initiatives**

1. Implement project based learning
2. Create flexible/collaborative learning environment.

**Focus Area #2**

**Professional Development**

- Academically challenging environment
- Trainings for teachers and collaboration

**Short-Term Goals**

1. Increase implementation of TAG strategies.
2. Increase teacher proficiency in writing curriculum.
3. Increase the effectiveness of our professional learning communities.
4. Increase teacher collaboration time

**Strategic Initiatives**

1. Implement TAG strategy training program (SY 2016-17)
2. Implement writer's workshop training (SY 2015-16)
3. Implement feeder pattern collaboration program

**Focus Area #3**

**Effective use of Assessments**

- Data utilization to drive student achievement in writing

**Short-Term Goals**

1. Increase the effective use of pre assessments.
2. Increase the use of ongoing formative assessments.
3. Increase the effectiveness of data utilization to inform instructional content.
4. Increase student accountability on performance.

**Strategic Initiatives**

1. Create implementation and documentation protocols for data collaboration/data talks (MS Excel)
2. Create common formative assessments in ELA, SS, Science
3. Implement student driven data analysis

# SCHOOL IMPROVEMENT PLAN GOALS

WHERE ARE WE AND HOW DO WE GET WHERE WE WANT TO GO?

# REGULAR REVIEW OF SCHOOL AND SYSTEM PRACTICES

THESE ARE VALUABLE TOOLS FOR COLLABORATIVELY ENGAGING STAFF MEMBERS AND STAKEHOLDERS IN PURPOSEFUL, HONEST DIALOGUE AND REFLECTION TO ASSESS OUR ADHERENCE TO THE STANDARDS, AND GUIDE ITS CONTINUOUS IMPROVEMENT EFFORTS.

- BFES ENGAGES IN A SYSTEMATIC, INCLUSIVE, AND COMPREHENSIVE PROCESS TO REVIEW, REVISE, AND COMMUNICATE A SCHOOL PURPOSE FOR STUDENT ACHIEVEMENT.
- FORMALIZED AND IMPLEMENTED ON A REGULAR SCHEDULE.
- SCHOOL QUALITY REVIEW (EXTERNAL REVIEW)
- ADVANCED ED REACCREDITATION (EXTERNAL REVIEW)
- SCHOOL GOVERNANCE COUNCIL (INTERNAL REVIEW)

# DATA POINT REVIEW

ADMINISTRATION MONITORS COMPREHENSIVE INFORMATION ABOUT STUDENT LEARNING, CONDITIONS THAT SUPPORT STUDENT LEARNING, AND THE ACHIEVEMENT OF SCHOOL IMPROVEMENT GOALS. RESULTS ARE REGULARLY COMMUNICATED THROUGH MULTIPLE DELIVERY METHODS TO ALL STAKEHOLDER GROUPS.



-  Fountus & Pinnell
-  Common Formative Assessments
-  STAR Data - Assessment of Reading, Early Literacy, and Math
-  Georgia Milestone Assessment
-  Continuous Achievement Data (18 & 36 week Check points)
-  Student Growth Percentiles
-  WriteScore
-  Student Attendance Data
-  Behavior Data
-  Counselor Referrals
-  SLOs
-  Teacher Attendance Data

## SHARING THE DATA WITH COMMUNITY STAKEHOLDERS

- PARENT COFFEES
- CURRICULUM CONNECTION PARENT MEETINGS
- PARENT TEACHER ORGANIZATION MEETINGS
- SCHOOL GOVERNANCE COUNCIL MEETINGS
- CURRICULUM NIGHTS (FALL AND SPRING)
- SCHOOL PROFILE SHEET
- WEBSITE
- SOCIAL MEDIA

# ITBS RESULTS

## 3<sup>rd</sup> grade ITBS

	Reading	Math	Language	Social Studies	Science
2009	81	86	83	83	83
2010	81	81	83	80	83
2011	80	87	87	82	80
2012	83	87	84	85	82
2013	82	83	76	84	79
2014	82	84	79	82	84

## 5<sup>th</sup> grade ITBS

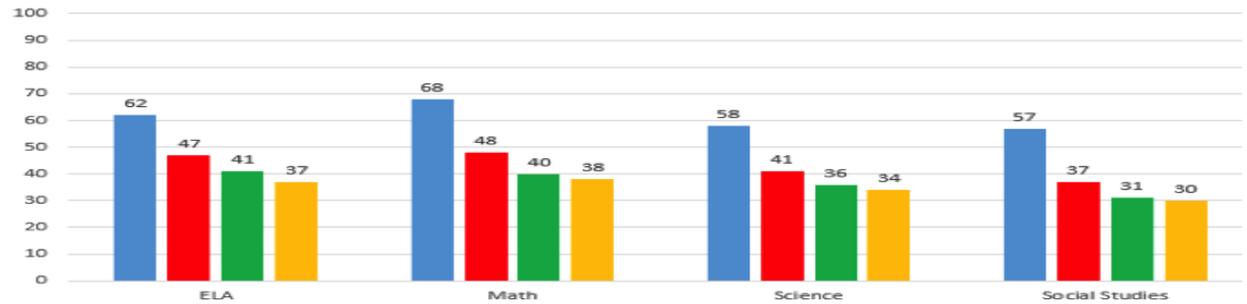
	Reading	Math	Language	Social Studies	Science
2009	81	80	82	85	82
2010	81	77	80	87	81
2011	83	85	85	84	84
2012	83	88	84	87	84
2013	80	83	81	81	83
2014	79	81	76	81	84

# GMAS RESULTS SPRING 2015

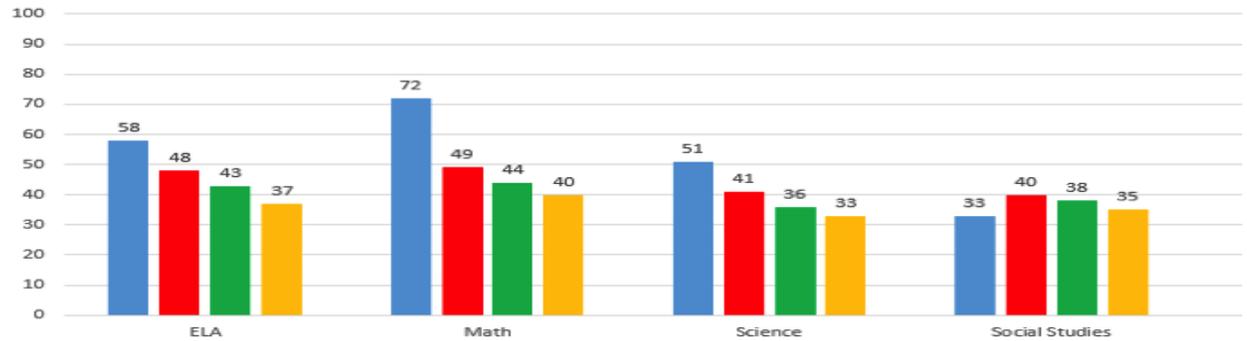
GRADES 3, 4, & 5  
PERCENTAGE OF STUDENTS AT  
THE PROFICIENT LEVEL (3 & 4)

■ BFES ■ Fulton ■ RESA ■ STATE

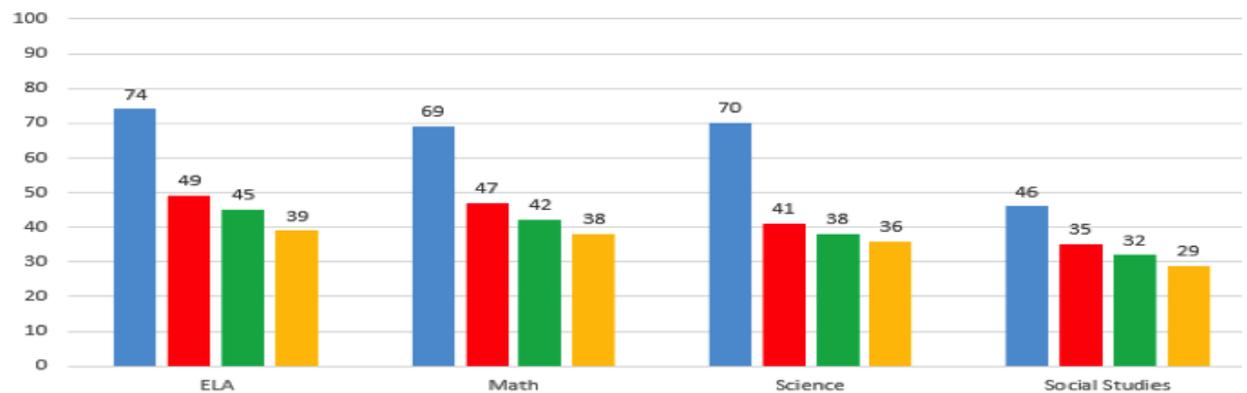
## Grade 3



## Grade 4



## Grade 5



## 5<sup>TH</sup> GRADE WRITING RESULTS

### 5<sup>th</sup> grade writing scores

	Meet/Exceeds	Meet	Exceeds
2010	95	73	22
2011	97	77	20
2012	97	69	28
2013	97	61	36
2014	95	69	26

DISAGGREGATING  
THE DATA

**Birmingham Fall ES  
End of 5<sup>th</sup> Grade Milestone Assessment  
Spring 2015 Administration**

**ELA**

**Mean Scale Score & Percentage Scoring in Each Level**

Teacher	Mean Scale Score	1 – Beginning Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner
B*** (23 students)	531	4	43	43	9
Br** (21 students)	571	0	10	48	43
G*** (27 students)	573	0	0	67	33
J** (17 students)	543	0	24	71	6
J** SEC (8 students)	485	50	25	25	0
M** (24 students)	559	4	17	42	38
M** SEC (1 student)	475	0	100	0	0
R** (23 students)	541	0	300	61	9
R** SEC (1 student)	397	100	0	0	0

**Reading & Vocabulary  
Percentage of Students by Reading Status**

Teacher	Below Grade Level	Grade Level or Above
B***	13	87
Br**	5	95
G***	0	100
J***	18	82
J** SEC	63	38
M**	8	92
M** SEC	0	100
R**	9	91
R** SEC	100	0

**Extended Writing Task**

**Percentage of Students with each Score Point**

		0	1	2	3	4
B***	Idea Development, Organization, & Coherence	4	0	30	57	9
B***	Language Usage and Conventions	4	4	52	39	-

		0	1	2	3	4
Br**	Idea Development, Organization, & Coherence	0	0	5	52	43
Br**	Language Usage and Conventions	0	0	57	43	-

		0	1	2	3	4
G***	Idea Development, Organization, & Coherence	0	0	15	52	33
G***	Language Usage and Conventions	0	4	44	52	-

## RESULTS OF DATA

- CREATED 5<sup>TH</sup> SPECIAL THEREBY CREATING A 5<sup>TH</sup> DAY OF COMMON PLANNING FOR TEACHERS
- ADDED PARAPROFESSIONAL FOR TYPING COURSE TO SUPPORT ONLINE TESTING
- DEPARTMENTALIZED 5<sup>TH</sup> GRADE TO INCREASE INTEGRATION OF SCIENCE AND SOCIAL STUDIES STANDARDS AND ALLOW TEACHERS TO BE CONTENT MASTERS
- INCREASED PLC TIME (270 MINUTES A MONTH)
- INCREASED THE NUMBER OF STEM LESSONS FROM 1 A YEAR TO 2 A SEMESTER
- PRIORITIZED TECHNOLOGY FUNDING TO CREATE ADDITIONAL LEARNING OPPORTUNITIES IN THE CLASSROOM
- PROVIDED PROFESSIONAL DEVELOPMENT ON RIGOR, BEST PRACTICES

# SCHOOL GOVERNANCE COUNCIL

- WORKS WITH SCHOOL LEADERSHIP TO FOSTER CULTURE CONSISTENT WITH THE SCHOOL'S PURPOSE AND DIRECTION
- HOLDS SCHOOL LEADERS ACCOUNTABLE FOR STUDENT LEARNING
- SUPPORTS INNOVATION, COLLABORATION, SHARED LEADERSHIP, AND PROFESSIONAL GROWTH OF STAFF.
- SOLICITS FEEDBACK FROM STAKEHOLDERS REGULARLY

## ADMIN & LEADERSHIP TEAMS

- COMMITTED TO A CULTURE THAT IS BASED ON SHARED VALUES AND BELIEFS ABOUT TEACHING AND LEARNING
- COMMITMENT TO INSTRUCTIONAL PRACTICES THAT INCLUDE ACTIVE STUDENT ENGAGEMENT, A FOCUS ON DEPTH OF UNDERSTANDING , AND APPLICATION OF KNOWLEDGE AND SKILLS.
- ADMIN MEETINGS ONCE A WEEK & LEADERSHIP TEAM MEETINGS BI-WEEKLY
- MAINTAIN A PROFILE WITH DATA ON STUDENT AND SCHOOL PERFORMANCE USED TO IDENTIFY GOALS FOR IMPROVEMENT OF ACHIEVEMENT AND INSTRUCTION THAT ARE ALIGNED WITH THE SCHOOL'S PURPOSE.
- SET MEASURABLE OBJECTIVES, STRATEGIES, ACTIVITIES, RESOURCES, AND TIMELINES FOR ACHIEVING IMPROVEMENT GOALS.
- CLEARLY DEFINED ROLES AND RESPONSIBILITIES
- STAFFING PRACTICES ENSURE THAT WE ARE HIRING, PLACING AND RETAINING QUALIFIED EDUCATORS
- SUSTAINED FISCAL RESOURCES ARE AVAILABLE TO FUND POSITIONS CRITICAL TO ACHIEVE THE PURPOSE AND DIRECTION OF THE SCHOOL

# PROFESSIONAL LEARNING COMMUNITIES

- 5 COMMON PLANNING DAYS FOR COLLABORATION
- SMART GOALS (PERSONAL AND SCHOOL WIDE)
- WRITTEN PROTOCOLS AND PROCEDURES FOR DATA COLLECTION AND ANALYSIS

GOAL OF PLCS:  
ANALYZE DATA FROM COMMON  
ASSESSMENTS IN ORDER TO MAKE  
TARGETED DECISIONS FOR  
STUDENTS IN REMEDIATION AND  
ENRICHMENT.

- 6 STEPS OF DATA ANALYSIS:

1. ADMINISTER PRE ASSESSMENT
2. ANALYZE PRE ASSESSMENT TO CHART STUDENT LEVELS OF MASTERY
3. ANALYZE STUDENT WORK FOR WHAT PROFICIENCY AND MISCONCEPTIONS LOOK LIKE
4. ESTABLISH INTERVENTIONS AND FREQUENCY OF IMPLEMENTATION FOR REMEDIATION AND ENRICHMENT
5. ADMINISTER POST ASSESSMENT
6. ANALYZE POST ASSESSMENT DATA TO DETERMINE STUDENT MOVEMENT TO MASTERY AND BEYOND AS WELL AS STUDENT WHO DID NOT MASTER NEEDING FURTHER TARGETED REMEDIATION.



# GRADE LEVEL MEETINGS

- 5 COMMON PLANNING DAYS
- COMMON ASSESSMENTS
- COLLABORATE ON BEST PRACTICES
- EVALUATE STUDENT WORK AND DATA
- PACING GUIDES & LESSON PLANNING
- RESEARCH RESOURCES, MATERIALS, AND ACTIVITIES TO SUPPORT INSTRUCTION
- PLANNING AND FACILITATION OF SCHOOL BASED ACTIVITIES AND TASKS.

# INSTRUCTIONAL BEST PRACTICES

- CURRICULUM AND LEARNING EXPERIENCES IN EACH COURSE / CLASS PROVIDE ALL STUDENTS WITH CHALLENGING AND EQUITABLE OPPORTUNITIES TO DEVELOP LEARNING SKILLS, THINKING SKILLS, AND LIFE SKILLS THAT ALIGN WITH THE SCHOOL'S PURPOSE
- LESSON PLANNING FOLLOWING DUFOUR'S FOUR CRITICAL QUESTIONS
- EQ'S, STANDARDS, AND I CAN STATEMENTS ARE A PART OF EACH LESSON
- EMPHASIS ON CRITICAL THINKING AND DOK LEVELED QUESTIONING STRATEGIES
- RTI SUPPORT PROGRAM
- CONTINUOUS OVERSIGHT OF VERTICAL AND HORIZONTAL ALIGNMENT WITH THE SCHOOL GOALS FOR ACHIEVEMENT (PRODUCTS – SCOPE AND SEQUENCE, CURRICULUM MAPS)
- TEACHERS USE INSTRUCTIONAL STRATEGIES THAT REQUIRE STUDENTS TO APPLY KNOWLEDGE AND SKILLS, INTEGRATE CONTENT AND SKILLS WITH OTHER DISCIPLINES, AND USE TECHNOLOGIES AS INSTRUCTIONAL RESOURCES AND LEARNING TOOLS.
- STAKEHOLDERS ARE AWARE OF THE POLICIES, PROCESSES, AND PROCEDURES. THESE POLICIES ARE REGULARLY EVALUATED.



# PROFESSIONAL DEVELOPMENT PROVIDED TO STAFF

ADMINISTRATION AND SUPPORT STAFF ARE ENGAGED IN MENTORING, COACHING, AND INDUCTION PROGRAMS THAT ARE CONSISTENT WITH THE SCHOOL'S MISSION AND VISION ABOUT TEACHING, LEARNING, AND THE CONDITIONS THAT SUPPORT STUDENT LEARNING. THE PROGRAMS SET EXPECTATIONS FOR ALL SCHOOL PERSONNEL AND INCLUDE MEASURES OF PERFORMANCE.



- ORTON GILLINGHAM
- LUCY CALKINS WRITERS WORKSHOP
- TAG STRATEGIES
- RIGOR STRATEGIES
- DAILY 5
- LEADERSHIP BOOK STUDIES
- PLC TRAINING AND GUIDED IMPLEMENTATION
- PEER OBSERVATIONS
- FOUNTAS & PINNELL TRAINING
- EXEMPLARS ARE OFTEN PROVIDED TO GUIDE AND INFORM PRACTICES
- RTI INTERVENTION STRATEGIES TRAINING
- NEW TEACHER MENTOR PROGRAM
- PERSONALIZED LEARNING TOOLS
- DATA TO IDENTIFY UNIQUE LEARNING NEEDS OF STUDENTS

## COMMUNICATION: THE KEY TO STAKEHOLDER SUPPORT

- WEEKLY EMAIL COMMUNICATION FROM TEACHERS
- WEEKLY EMAIL NEWSLETTER TO SCHOOL
- DIRECT EMAIL MESSAGES FROM PRINCIPAL
- FULTON COUNTY WEBSITE
- BIRMINGHAM FALLS ES WEBSITE
- FACEBOOK
- TWITTER
- INTERNAL STUDENT RUN MORNING ANNOUNCEMENTS
- VOLUNTEER PROGRAM WITH VARIETY OF OPTIONS FOR PARTICIPATION
- VARIETY OF ACTIVITIES IN SCHOOL AND OUTSIDE OF THE SCHOOL DAY
- PROGRESS SKILLS CHECKLIST & REPORT CARD COMMUNICATIONS
- COUNTY LEVEL ASSESSMENT DATA SHARED AS AVAILABLE

BFES ENGAGES FAMILIES IN MEANINGFUL  
WAYS ABOUT THEIR CHILDREN'S EDUCATION  
AND KEEPS THEM INFORMED OF THEIR  
CHILDREN'S LEARNING PROGRESS

## RESPONSE TO INTERVENTION



- 25 MINUTE BLOCK OF TIME EVERY DAY FOR REMEDIATION AND ENRICHMENT
- IDENTIFICATION OF STUDENTS THROUGH A VARIETY OF MEANS
- SCHEDULED DISCUSSIONS DURING PLC TIME
- DEDICATED MONTHLY RTI MEETINGS TO REVIEW DATA, LOG INTERVENTION TIME, AND COLLABORATE ON STUDENTS
- MONTHLY TIER 3 MEETINGS WITH THE SST TEAM
- COLLECTION OF DATA USING A “DATA FORM” FOR ACCOUNTABILITY
- OVERSIGHT LED BY MEMBER OF ADMIN TEAM
- COMPARISON OF RTI DATA TO OTHER PIECES OF DATA TO CORRELATE ACHIEVEMENT
- COUNSELOR LED LUNCH BUNCH, BUDDY LUNCH, AND PEER INTERVENTION PROGRAMS
- EXTENDED LEARNING PROGRAMS
- TAG, IEP, EIP, 504, TEACHER MORNING WORK SESSION, PAW TIME, FULL TIME INSTRUCTIONAL PARAPROFESSIONAL TO SUPPORT RTI

# EVALUATION OF STAFF: TKES

ADMINISTRATION FORMALLY AND CONSISTENTLY MONITOR INSTRUCTIONAL PRACTICES THROUGH SUPERVISION AND EVALUATION PROCEDURES TO ENSURE THAT THEY ARE 1) ALIGNED WITH THE SCHOOL'S MISSION AND VISION, 2) ARE TEACHING THE APPROVED CURRICULUM, 3) ARE DIRECTLY ENGAGED WITH ALL STUDENTS IN THE OVERSIGHT OF THEIR LEARNING, AND 4) USE CONTENT-SPECIFIC STANDARDS OF PROFESSIONAL PRACTICE.

- FOCUS OF THE CRITERIA AND PROCESSES OF SUPERVISION AND EVALUATION IS IMPROVING PROFESSIONAL PRACTICE AND IMPROVING STUDENT SUCCESS
- SCHEDULED AND REGULARLY REVIEWED EVALUATION PROCESSES USED TO MONITOR AND EFFECTIVELY ADJUST PROFESSIONAL PRACTICE AND IMPROVE STUDENT LEARNING
- TEACHERS HAVE SPECIFIC POINTS OF FOCUS FOR EACH WALK THROUGH. ANNOUNCED FORMAL OBSERVATIONS ARE SCHEDULED BY TEACHER.
- ONGOING SPECIFIC FEEDBACK SHARED WITH GRADE LEVELS AND INDIVIDUALS

## MEASURING OUTCOMES OF OUR WORK

- ACTIVE STAKEHOLDER PARTICIPATION
- PARENTAL ENGAGEMENT IN OUR SCHOOL
- PERCEPTION DATA (SENSE OF COMMUNITY, EFFECTIVENESS OF PROGRAMS, LEADERSHIP, AND STUDENT NEEDS)
- TEACHER SURVEYS
- STUDENT SURVEYS
- SCHOOL GOVERNANCE COUNCIL AND PARENT TEACHER ORGANIZATION MEETINGS OPEN FORUM FOR FEEDBACK
- LEARNING WALKS WITH THE STAFF
- PEER OBSERVATIONS
- MODEL SCHOOL FOR LUCY CALKINS WRITERS WORKSHOP
- REQUEST FOR FLEXIBILITY TO MEET THE SPECIFIC NEEDS OF OUR SCHOOL

## CELEBRATIONS

- CONTINUE TO CHALLENGE OUR TEACHERS TO RAISE THE LEVEL OF THEIR INSTRUCTION FOR ALL STUDENTS
- PLC WORK
- ON GOING PROFESSIONAL DEVELOPMENT – TEACHERS INVESTING IN THEIR OWN EDUCATION
- SELF REFLECTIVE PRACTICE
- GREATER UNDERSTANDING OF GEORGIA STANDARDS OF EXCELLENCE
- INCREASED STANDARDIZED TEST SCORES
- EMBRACING TECHNOLOGY TO INCREASE RIGOR

# QUESTIONS?

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