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220 Anonymous

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1. Name of person submitting this form. *

2. School Name *

- Arnold Mill ES
- Avery ES
- Ball Ground ES STEM Academy
- Bascomb ES
- Boston ES
- Carmel ES
- Clark Creek ES STEM Academy
- Clayton ES
- Free Home ES
- Hasty ES Fine Arts Academy
- Hickory Flat ES
- Holly Springs ES STEM Academy
- Indian Knoll ES
- Johnston ES
- Knox ES STEM Academy
- Liberty ES
- Little River ES
- Macedonia ES
- Mountain Road ES
- Oak Grove ES STEAM Academy
- R.M. Moore ES STEM Academy
- Sixes ES
- Woodstock ES

- Creekland MS
- Dean Rusk MS
- E.T. Booth MS
- Freedom MS
- Mill Creek MS
- Teasley MS
- Woodstock MS
- Cherokee HS
- Creekview HS
- Etowah HS
- River Ridge HS
- Sequoyah HS
- Woodstock HS
- ACE Academy
- CCSD Pre Schools
- Tippens Education Center
- i-Grad Virtual Academy

Session 3

Goal #1

3. Action Plan Strategies Implemented? *

List all Action Plan Strategies implemented associated with Goal 1.

We have fully implemented all Action Plan Strategies:

Design and implement Inquiry-based, Transdisciplinary STEM Tasks to increase academic achievement through Creative and Critical Thinking.

Provide Timely Feedback based on Learning Targets and Success Criteria to promote self-assessment and student-led conferences.

Analyze student assessment data from multiple sources to design effective Differentiated Lessons to meet the needs of the individual learner.

4. Current Progress? *

Provide an update on your current progress related to the implementation of these strategies.

Be sure to cite specific evidence/artifacts, and include data that support strategy implementation and the impact on student progress.

The Instructional Leadership Strategist (ILS) collaborated closely with three teacher leaders who provided professional development feedback and student led conferences. In September, a professional learning session was conducted to empower teachers in supporting and explaining how student-led conferences enhance students' autonomy and comprehension of their learning. To facilitate this transition from traditional to student-led conferences, the ILS developed informative brochures, engaging flyers, and informative letters for families.

Throughout Professional Learning Communities (PLCs), educators worked in unison to identify evidence of student learning and select artifacts to showcase during the student-led conferences. Subsequently, in November, students from second to fifth grade successfully conducted their inaugural student-led conferences. Among a total of 368 participants, there were 85 2nd graders, 78 3rd graders, 83 4th graders, and 72 5th graders, totaling 318 families engaging in these meaningful conferences. Out of a total of 557 students in March, 54 kindergarteners, 57 1st graders, 72 2nd graders, 83 3rd graders, 53 4th graders, and 67 5th graders with a combined total of 386 families participated in student led conferences.

Our STEM enrichment teacher, along with administrators and the ILS, continues to work closely with the STEM Committee and representatives from various grade levels to develop and execute Inquiry-Based, Transdisciplinary STEM tasks. Following this collaborative effort, in October, the STEM enrichment teacher conducted a professional development session focusing on the advantages of and how to integrate inquiry-based learning into the curriculum. Subsequently, in November, math and science teachers from fourth and fifth grades partook in an Argument-Driven planning session facilitated by district leaders. Moreover, the STEM Committee, along with chosen grade level representatives, convened in January and February for collaboration aimed at enhancing and refining existing and newly devised inquiry-based, transdisciplinary STEM projects.

In order to solicit feedback on these STEM tasks and capture the culture of teaching and learning throughout the school, teachers participated in SY 23-24 bi-annual STEM Learning Walks in November 16 and March 21.

In addition to the learning walks and weekly grade-level collaboration, departments engage in weekly Professional Learning Communities (PLCs) to review lesson design, instruction, and assessment to design differentiated lessons that enhance professional practices and ensure growth for all students.

5. Now What? *

Based upon current progress, describe what actions steps to replicate or replace. Remember to focus on action steps that will have a direct impact on student learning.

We will continue providing specialized Professional Development (PD), coaching, and collaboration sessions centered on the Action Steps and identified areas of improvement. Teachers will maintain close collaboration with Administration and the Instructional Leadership Specialist (ILS) to uphold the execution of Action Strategies for the remainder of the academic year.

As teachers enhance their proficiency in implementing the current action strategies, we are now reflecting on any necessary modifications for the upcoming year. Following our deliberate five-year exploration of teacher clarity, which involved tailored PD, coaching, and feedback aimed at enhancing clarity in various aspects such as learning targets, success criteria, assessment, feedback, self-assessment, and goal setting, we are excited about continuing student-led conferences next year.

6. What do you need? *

What assistance or resources do you need? School-based? District-based?

To effectively engage students in high-quality STEM education, careful planning is essential. This involves developing challenging curriculum and instruction that seamlessly blend technology and engineering to encourage scientific exploration within the engineering design process. With Georgia implementing new math standards this year and slated to adopt new English Language Arts standards by 2024-2025, BGSA is preparing to monitor, adjust, and realign their recently developed STEM units. As these standards and STEM units progress, collaborative efforts will focus on enhancing the units and aligning them with specific objectives. It is imperative to provide STEM professional development to support Ball Ground STEM Academy in achieving sustainable progress not only in Science but also in leveraging STEM to enhance teacher effectiveness and improve learning outcomes for all students in ELA and Math.

When planning the district calendar, it would be extremely helpful to establish set dates for spring and fall conferences. These dates are crucial for giving students the chance to review their learning progress, gather evidence of their work, and engage in discussions with both their parents and teachers. Cherokee County School District's ongoing support is truly valued.

7. Reflections? *

What have you learned? What worked well? What could have been done differently?

In reflecting on our SIP's Action Strategies, we have gained confidence that will lead to enhanced student achievement. The tailored professional development, coaching sessions, collaborative efforts, data-driven Professional Learning Communities (PLCs), and feedback provided in connection with our Action Strategies have been vital in ensuring that teachers are equipped with the essential resources and assistance needed to fulfill their individual and collaborative responsibilities as educators, thereby influencing student learning.

Goal #2

8. Action Plan Strategies Implemented? *

List all Action Plan Strategies implemented associated with Goal 2.

See Goal 1

9. Current Progress? *

Provide an update on your current progress related to the implementation of these strategies.

Be sure to cite specific evidence/artifacts, and include data that support strategy implementation and the impact on student progress.

See Goal 1

10. Now What? *

Based upon current progress, describe what actions steps to replicate or replace. Remember to focus on action steps that will have a direct impact on student learning.

See Goal 1

11. What do you need? *

What assistance or resources do you need? School-based? District-based?

See Goal 1

12. Reflections? *

What have you learned? What worked well? What could have been done differently?

See Goal 1