Clarkdale 2017-18 Cobb Strategic Plan

Cobb County School District

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
Focus Priorities: (Based on priorities identified by IE[2], AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	**Key Actions:** (List as many actions as needed in each box.)	**Measured by:**	**Owner(s):**	**Resources Needed:**	**Results of Key Actions from last year's plan:** (Due September 1)	***Focus Priority Status:*** **IP** = In Progress **FO** = Fully Operational
1. Organize, examine, and adjust instruction based on student progress monitoring data. **(AD)**	Foster a PLC culture that focuses on collaboration using four guiding questions (what do we want student to learn, how will we know they have learned it, what will we do when they know it, what will we do when they don't know it) to drive our SEAMLESS instructional framework.	Walkthroughs Lesson plan checks	Admin team Coaches	Ongoing professional dev. Collaborative planning time	Improved student performance; 73% scored in levels 2-4 in reading, as compared to 64% from 2015-2016; math yielded 78.3%, levels 2-4, last year compared to 79.7% for 2016-2017. Increased consistency with analyzing data	
2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. **(S)**	Use CTLS Assess and SLDS-GoFAR to develop common assessments which assess and monitor student progress on standards. The data will be used to drive instruction to meet individual student needs.	Data teams Data walls in classrooms	Teachers Admin team Coaches	Ongoing professional dev. Collaborative planning time	Data monitoring occurred more frequently, and instruction was adjusted as needed.	

3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. *(LD)*	Collaborate weekly by grade level with a focus on the guiding questions, including strategies to enhance engagement and rigor in all content areas.	Lesson plan checks Walkthroughs TKES observations	Teachers Admin team Coaches	Ongoing professional dev. Collaborative planning time	Supported and improved teaching and learning Professional development included Effective Team Planning, RTI, Office 365, Balanced Literacy, Balanced Math, Constructive Responses in ELA and Math, Number Talks, Storyworks, Synergy, SLDS, Co-teaching Strategies, Addressing Processing Issues	
4. Increase percentage of students reading on grade level. *(S)* *(Based on CCRPI Reading Scores)*	Implement balanced literacy framework with the inclusion of instructional technology - Read 180/System 44, Moby Max. Reading content acquisition materials will be utilized in all grade levels, as well as explicit vocabulary instruction with Wordly Wise in grades 3-5. Tutors will be utilized to meet individual student needs.	Lesson plan checks Walkthroughs TKES Observations RI data analysis	Teachers Admin Team Coaches	Moby Max Wordly Wise Ongoing professional dev. and coaching Tutors	Growth in reading proficiency as evidenced by RI; average Lexile score for Quarter 4 was 528 as compared to 335 for Quarter 1	
5. Increase percentage of student performance in math/algebra at every grade level. *(S)* *(Based on CCRPI ES-MS Math & HS Algebra Scores)*	Provide students with 100 minutes of balanced math instruction including Guided Math, Number Talks, Exemplars and the use of constructed/extended responses. Tutors will be utilized to meet individual student needs.	Lesson plan checks Walkthroughs TKES observations	Teachers Admin team Coaches	Tutors Professional dev. and coaching	Increased math achievement as evidenced by the Math Inventory (MI); proficient/ advanced students are as follows-K = 65.7%, 1st = 50%, 2nd = 49.6%, 3rd = 27.6%, 4th = 47.8% and 5th = 47.6%	

6. Increase number of students academically completing every grade.(S)	Utilize data-driven small group instruction to meet individual needs, grade-level compacting to address gaps as well as to enrich, close monitoring of student progress on a regular basis (grades, assessments). Tutoring will be utilized to meet individual student needs. The RTI² process will be facilitated by a designated staff member to ensure that the appropriate tier of instruction is provided for every student.	Lesson plan checks Walkthroughs TKES observations Data analysis (RI, MI, Milestones, DRA, Touchstones, common assessments)	Teachers Admin team Coaches	Funding for tutors RTI² facilitator	Students moved through RTI tiers more effectively and received necessary support in a timely manner
7. Other: (Priorities specific to school.)					

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Board Goal 2: *Differentiate resources for students based on needs.*

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Identify, support, and evaluate local school innovations to increase student achievement. **Not limited to those that require system waivers. (IE²)**	Implement Year 2 of ESOL Innovative Model and expand DLI from Kindergarten into 1st grade. Enhance Arts Integration implementation in K-3, and begin to implement in grades 4 & 5. Utilize academic coaches to assist teachers in providing rigorous, engaging and effective instruction for all students. Provide a STEAM lab to increase achievement in all content areas. Provide instruction with Read 180/System 44 for targeted students in grades 3, 4 and 5. Refine the RTI² process, facilitated by a designated staff member, to ensure that the appropriate tier of instruction is provided for every student.	Lesson plan checks Walkthroughs Data analysis(RI, MI, Milestones, DRA, Touchstones, common assessments)	Classroom teachers Admin team Coaches RTI² facilitator	Ongoing professional dev. Academic coaches RTI² facilitator STEAM lab teacher	Students able to be instruction in dual languages Student achievement is equal or better to non-DLI peers	

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Provide targeted resources for students: 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation **(S)**	1. Utilize Moby Max, Read 180/System 44 for targeted 3rd-5th, tutoring in reading, Reading A-Z and Raz Kids in primary grades. Refine the RTI² process, monitored and facilitated by a designated staff member, to provide appropriate tier of instruction for every student. 2. Provide additional small group instruction through tutoring in math, Moby Max, designated time for math fluency during the instructional day. Refine the RTI² process, monitored and facilitated by a designated staff member, to provide appropriate tier of instruction for every student.	Data analysis(RI, MI, Milestones, DRA, Touchstones, common assessments) Progress reports Report cards Classroom data walls	Classroom teachers Admin team Coaches Tutors RTI² facilitator	Funding for tutoring Moby Max Reading A-Z Raz Kids RTI² facilitator	Students moved through RTI tiers more effectively and received necessary support Students in READ 180/System 44 average Lexile growth was 193.	
Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. **(AD)**	Provide Math Extension through a partnership with Cooper Middle School for selected 5th grade students. Utilize Storyworks in small groups for above level students to challenge students who demonstrate advanced proficiency	Milestone data analysis RI Lexile analysis	5th grade teachers Math coaches	Storyworks	Increased math achievement for participants; 84% of the students met/exceeded standards with an average score of 555	
Other: (Priorities specific to school.)						

Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Utilize stakeholder input to improve school processes. (AdvED)	Seek input and analyze data (surveys, post-activity evaluations) to improve school processes, continuing to monitor and address strengths and growth areas. Provide Nicky folders to all students and agendas to students in grades 3-5 to increase home/school communication and parent involvement. Increase means of home/school communication via call outs/texts, Parent Vue, school marquee, school website.	Survey data Evaluation forms	Admin team Building Leadership Team Parent Liaison	Funding for Parent Liaison Nicky folders Agendas	Implemented ideas from stakeholders to improve safe school environment i.e. WATCH DOGS, increased number of Safety Patrols, provided conflict resolution and peer mediation	

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.**(S)**	Offer a multitude of opportunities for parents to be engaged in the educational process. For example, • Moments with Maynard (monthly) • Family Literacy Nights • Family Math Nights • PTA • School Council • Reading & math data analysis with parents (SWAG) • Parent Resource Room • Parent Playbooks • International Nights • ESOL Training for parents • Math Night at Walmart • WATCH DOGS • Milestones test prep for parents (Counselors) • Parent/teacher conferences • Resources for home/school communication (Nicky folders, student agendas) • Champions for Kids breakfast	Parent survey data Activity evaluations PTA attendance (sign-in sheets) Activity attendance (sign-in sheets)	Admin team Teachers Parent Liaison Counselor Coaches	Nicky folders Agendas Items for specific events Funding for Parent Liaison	Increased home/school communication Increased student achievement Increased parental engagement/ involvement Increased parent visibility Increased parental awareness of day-to-day teaching and learning/ operations Opportunities included, but not limited to, Family Literacy Nights, Family Math Nights, Bring Your Parents to School, Math Community Nights, Title I Meetings, International Night, Authors' Tea, etc.	
Other: (Priorities specific to school.)						

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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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Focus Priorities: (Based on priorities identified by IE^2, AdvancEd-*AdvED*, Superintendent-*S*, Academic Division-*AD*, and Leadership Division-LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	*Focus Priority Status:* IP = In Progress FO = Fully Operational
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. **(AD)**	Provide weekly school-wide differentiated professional development opportunities, including but not limited to, CTLS, SLDS, ELA content acquisition, vocabulary strategies, math quantile analysis and use etc., Conduct vertical and horizontal collaboration through PLCs.	Post-training evaluation Lesson plan checks Walkthroughs	Coaches Admin	Ongoing professional dev.	N/A	
Determine Professional Learning needs based on results of TKES and LKES evaluations. **(IE^2)**	Ensure staff receives professional learning specific to evaluation results from TKES/LKES. For example: peer observations, differentiated professional development, assistance from academic coaches, etc.	Goals Self-Assessment vs. final evaluation	Admin Teachers Academic coaches	TLE Platform Academic Coaches	N/A	
Other: (Specific to school.)	Utilize the Clarkdale Hiring Framework to acquire highly effective staff, with grade level input. Retain teachers by providing ongoing support through our New Teacher Academy, a culture of PLCs, peer observations, modeling and coaching through academic coaches.	Clarkdale Hiring Framework TKES evaluations	Admin Coaches Teachers	Academic Coaches	Hired, retained and supported new and veteran teachers	