



King Springs 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Utilize block planning days to examine student data, share effective instructional strategies and establish differentiation strategies for grade level standards.</p>	<p>Classroom Assessments, FFAS, EOG Block Planning Agendas</p>	<p>All Certified Staff</p>		<p>Block planning was held each week. Thursdays at the K-1 campus and Friday at the 2-5 campus. Teachers have 1 hour and 15 minutes for planning.</p> <p>Teachers discussed data, curriculum maps, instruction and differentiation.</p>	<p>IP</p>
<p>2. <i>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)</i></p>	<p>Utilize block planning days to develop flexible formative assessments for each content area. Develop flexible formative assessments using question bank in CTLS and locally developed assessment questions. Establish grade level calendars for administering and analyzing flexible formative assessments.</p>	<p>CTLS Block Planning Agendas</p>	<p>All Certified Staff</p>		<p>Block planning was used to develop formative assessments. Grade levels developed calendars to give assessments.</p>	<p>IP</p>



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<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Establish PLCs by grade level Provide PLC training</p>	<p>PLC Agendas</p>	<p>All Certified Staff</p>		<p>PLC training was conducted. Overviews were given during pre-planning and then individual grade level teams received additional training during block days. Grade level PLCs have been established.</p>	<p>IP</p>
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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Provide Read 180, EIP pull-out, ESOL services, differentiation strategies, and specialized instructional strategies to increase the percentage of students reading on grade level. Provide after school tutoring to identified students.</p>	<p>Read 180 Reports, RI Reports, Progress Reports</p>	<p>All Certified Staff</p>	<p>Read 180 Differentiation Strategies 20 Day Funds</p>	<p>Read 180, EIP, ESOL, differentiation and specialized instruction were provided. After school tutoring was provided for reading and writing.</p> <p>Initial Reading Milestone Data indicated a slight increase in students scoring at level 3 & 4. 3rd = 48% to 52% 5th = 62% to 64%</p> <p>4th Grade showed a slight decrease: 74% to 70%</p> <p>Level 3 & 4 data showed a tremendous increase when reviewing students' 2017 3rd grade reading score to their 2018 4th grade score: 48% to 70%</p> <p>The opposite is true when reviewing students' 2017 4th grade score to their 2018 5th grade score: 74% to 64%.</p> <p>Data for students that participated in the tutoring program for reading showed the following results:</p>	<p>IP</p>
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				<p>3rd Grade: 67% of students that participated in the tutoring program for reading program had an on or above grade level Lexile score on the EOG.</p> <p>4th Grade: 90% of students that participated in the tutoring program for reading had an on or above grade level Lexile score on the EOG.</p> <p>5th Grade: 73% of students that participated in the tutoring program for reading had an on or above grade level Lexile score on the EOG.</p> <p>Data for students that participated in the tutoring program for writing showed the following results: 3rd Grade: 50% of students that participated in the writing tutoring passed the writing portion. 4th Grade and 5th grade showed 100% of students that participated in the tutoring program for</p>	
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					writing passed the writing portion.	
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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Provide Guided Math, differentiation strategies, specialized instructional strategies and Conceptua Math to increase student performance in Math. Provide after school tutoring to identified students.</p>	<p>MI Reports, Progress Reports</p>	<p>All Certified Staff</p>	<p>Conceptua Math Training Differentiation Strategies 20 Day Funds</p>	<p>Conceptua Math training was provided. Guided math, differentiation and specialized instruction was evident in classrooms. Math tutoring was also provided.</p> <p>Initial Milestone Math data indicated a slight increase in students scoring at level 3 & 4 in 3rd grade. 3rd = 59% to 65%</p> <p>4th and 5th Grades showed a slight decrease: 4th: 72% to 69% 5th: 54% to 45%</p> <p>Level 3 & 4 data showed a tremendous increase when reviewing students' 2017 3rd grade math score to their 2018 4th grade score: 59% to 69%</p> <p>The opposite is true when reviewing students' 2017 4th grade score to their 2018 5th grade score: 72% to 45%.</p> <p>Data for students that participated in the math tutoring</p>	<p>IP</p>
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					<p>program showed the following results:</p> <p>3rd Grade: 73% of students that participated in the math tutoring program scored in levels 2-4 on the EOG.</p> <p>4th Grade: 95% of students that participated in the math tutoring program scored in levels 2-4 on the EOG.</p> <p>5th Grade: 75% of students that participated in the math tutoring program scored in levels 2-4 on the EOG.</p>	
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Continue the RTI process with fidelity</p>	<p>RTI Meeting Notes and data</p>	<p>Counselors, Administrators, Classroom Teachers</p>		<p>RTI process was managed effectively and efficiently.</p>	<p>IP</p>



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<p>7. Other: <i>(Priorities specific to school.)</i></p>	<p>Maintain CCSD STEM certification and explore process and begin to form committees for AdvancED STEM certification.</p> <p>As a STEM initiative, Increase technology resources and student use of technology as a learning resource for creation and collaboration with peers</p>	<p>STEM Team Notes, Rubrics for implementation</p> <p>Purchase Orders Student, Surveys</p>	<p>All Staff</p> <p>Certified Staff</p>	<p>Funds for tech purchases</p>	<p>AdvancED rubric was presented to staff and aligned to committee work. Sally Creel met with leadership team to discuss next steps.</p> <p>Additional technology was purchased including iPads and laptops. Media specialist provided ongoing training for staff and students regarding technology as a learning tool.</p>	
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Board Goal 2: *Differentiate resources for students based on needs.*

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	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Utilize FFAS consistently to develop flexible learning groups for students</p> <p>Provide AC classes for ELA and math at 4th and 5th Grade</p> <p>Encourage teachers to obtain additional endorsements to meet the varying needs of students, i.e. Gifted, Science, Math and Reading.</p>	<p>CTLs Reports</p> <p>Scheduling Reports</p> <p>Endorsement Courses</p>	<p>All Certified Staff</p>		<p>FFAS was used but is still not a consistent tool for teachers. More training is needed for teachers to use it more efficiently.</p> <p>AC classes were provided for ELA and math in 4th & 5th grade. Numbers of students served at each grade level include: 4th ELA = 17 4th Reading = 17 4th Math = 25 5th ELA = 18 5th Reading = 18 5th Math = 21</p> <p>Teachers participated in Science endorsement classes this year.</p>	<p>IP</p>



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Continue Read 180 for students in grades 3-5. 2. Provide after school tutoring for students performing below grade level using 20 Day funds. 3. Continue the RTI process and analyze all available data. 	<p>Read 180 Reports RI Reports</p> <p>MI Reports</p> <p>RTI Portal</p>	<p>EIP Teachers Certified Tutors</p> <p>EIP Teachers Certified Tutors</p> <p>All Teachers</p>	<p>Read 180 Licenses</p> <p>20 Day Funds</p>	<p>Read 180 was used as part of the EIP program.</p> <p>After school tutoring targeted students with an on grade level lexile who did not pass the EOG based on writing. Improving writing skills was the focus of tutoring this year.</p> <p>RTI was run efficiently and data was provided at each meeting.</p>	<p>IP</p>
<p>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)</p>	<p>Provide Advanced Content (AC) classes in Math and English Language Arts for 4th and 5th grade eligible students.</p>	<p>Milestone, IOWA, report cards</p>	<p>Administrators, 4th & 5th Grade AC teachers</p>		<p>AC classes were provided for ELA and math in 4th & 5th grade.</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>Intentional and purposeful integration of technology in regular classroom routines to support 21st Century learning standards including student creation and collaboration.</p> <p>Provide students access to mobile technology including iPads and laptops to support inquiry at point of need.</p> <p>Create Maker Spaces in Learning Commons at both campuses.</p>	<p>Technology Use reports</p> <p>Observations and walkthroughs</p>	<p>All Certified Staff</p>	<p>Foundation Money</p> <p>Grants</p>	<p>Technology was integrated into all classrooms with projects that allowed students to present information.</p>	



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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Analyze all parent survey results, share survey information with staff, School Council, Foundation and PTA Executive Board. Utilize feedback from stakeholder groups to improve processes.</p>	<p>Stakeholder surveys</p>	<p>All Staff</p>	<p>222 Parents responded to the AdvEd survey</p> <p>Parents Responded as Agree or Strongly Agree to the following questions:</p> <p>91% I am actively involved in activities at my student's school</p> <p>99% I attended parent/teacher conferences at my student's school.96% Teachers at my student's school have high standards for achievement.</p> <p>95% Teachers at my student's school promote academic success for all students.</p> <p>97% School rules are consistently enforced at my student's school.</p> <p>98% My student likes school.</p> <p>96% I feel comfortable talking to teachers at my student's school.</p> <p>98% I feel welcome at my student's school</p> <p>79% I am involved in the decision making process at my student's school</p> <p>79% I frequently volunteer to help on</p>	<p>IP</p>
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					special projects at my student's school.	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	<p>Maintain a collaboratively created calendar that includes CCSD dates, PTA dates, Foundation dates and local school dates.</p> <p>Distribute collaboratively created calendar monthly</p> <p>Promote "House System" to all stakeholders as the foundation for teamwork among students and staff, and a positive behavior system.</p> <p>Promote school Foundation as a means to raise funds to support STEM initiatives and school goals.</p> <p>Promote PTA as the partnership between families and the school. Increase membership and volunteer hours.</p> <p>Promote School Council as a partnership with administration in celebrating student achievement and advocating for school needs to the greater community and school district.</p> <p>Utilize the Message Center to communicate with parents and staff</p>	<p>Monthly Calendars</p> <p>Visual House System banners, point tallies, and celebrations</p> <p>Support the Pride Fundraiser</p> <p>PTA Memberships and Volunteer Logs</p> <p>School Council Agendas</p> <p>Automated Calling System</p>	<p>All Staff</p> <p>Foundation and Admin</p> <p>PTA and Admin</p> <p>School Council and Admin</p> <p>Admin</p>		<p>A collaborative calendar was maintained and distributed to families throughout the school year.</p> <p>The House system continued as a positive reinforcement for students.</p> <p>The school Foundation supported STEM initiatives at all grade levels.</p> <p>PTA increased its membership and volunteers for all events.</p> <p>School Council met throughout the year to discuss student achievement and any instructional needs for teachers. They are a strong advocate for the school community and share information about the construction plans.</p>	IP
Other: (Priorities specific to school.)	<p>Provide stipends for staff attending professional learning during the summer.</p> <p>Utilize Foundation funds to send staff members to conferences</p>	<p>Teachers, Admin, Foundation</p>	<p>Admin and Foundation</p>		<p>The school Foundation provided over \$3,000 in stipends to teachers who attended summer professional learning.</p>	IP



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

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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide opportunities for teachers to attend quarterly training and redeliver information to team members.</p> <p>Utilize professional learning available through CTLS</p> <p>Utilize Early Release Days to enhance teacher knowledge of engagement strategies and student progress monitoring.</p>	<p>Meeting Agendas</p>	<p>Certified Staff and Administration</p>		<p>Teachers participated in the PLC opportunities provided by the county. They shared information during block days.</p> <p>CTLS resources were for professional learning.</p> <p>Early release days were used to discuss student progress monitoring.</p>	



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<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Analyze TKES and LKES data to determine priorities for professional learning.</p> <p>Engage building level master teachers to provide professional learning to colleagues.</p>	<p>Meeting Agendas</p>	<p>Administration</p>		<p>Based on TKES data and classroom walks, balanced instruction will continue to be a focus for professional learning.</p> <p>Highly effective teachers provided professional learning to colleagues during block days.</p>	
<p>Other: (Specific to school.)</p>	<p>Generate activities for all stakeholders that build cohesiveness between the two school campuses.</p> <p>Alternate meeting locations to build cohesiveness with staff at both campuses.</p> <p>Utilize SKYPE effectively as an alternate means of staff meetings.</p>	<p>Meeting Agendas</p>	<p>All Staff PTA Foundation School Council</p>		<p>The school climate committee hosted monthly “mixers” to allow all staff to get better acquainted.</p> <p>Staff meeting locations were varied throughout the year. SKYPE was utilized as an effective and efficient means of conducting meetings and professional learning.</p>	