

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<p>Teachers will meet in CCC to prioritize standards based on student data. Grade levels will create unit plans based on the prioritized standards.</p> <p>Use ELA Department specialists to provide professional learning opportunities to differentiate reading and writing instruction.</p> <p>Provide quality research-based professional learning in Model Drawing, CCC /Data Teams, and Flexible Formative Assessments. These assessments will be used to differentiate instruction and provide feedback to students and parents.</p>	<b>(Use collaborative team agendas, unit plans, observations, and/or TKES results)</b>	Math professional learning was provided to help teachers differentiate instruction. CTLS professional learning was provided to help teachers assess and use data to drive instruction and to make sound instructional changes. Feedback was given regularly to students through small group remediation and/or acceleration. Progress was communicated to parents regularly.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>CCC will meet to review data and submit meeting notes to administration.</p> <p>Identify students who are performing below grade level standards in mathematics on the MI, EOG, and FFAs in order to differentiate instruction for increased student achievement.</p>	<b>(Use collaborative team agendas, unit plans, observations, and/or notes)</b>	<p>Teachers were able to identify these students and differentiate instruction through CCC.</p> <p>CCC and Data Teams met monthly to set SMART goals and review progress. All teachers implement math pre and post assessments and checkpoints.</p>

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<p>Provide quality research-based professional learning in Guided Reading, Writing, Strategy Groups, CCC /Data Teams, and Flexible Formative Assessments. These assessments will be used to differentiate instruction and provide feedback to students and parents.</p> <p>Use TTIS trainers and District ELA Coach for CCC and staff in order to implement common reading unit assessments and "checkpoints" utilizing iRespond and CTLS data.</p>	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	Guided Reading and Math professional learning was provided to help teachers differentiate instruction. CTLS professional learning was provided to help teachers assess and use data to drive instruction and to make sound instructional changes. Feedback was given regularly to students through small group remediation and/or acceleration. Student progress was also given to parents regularly.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<p>Read 180 teacher will assist teachers with interpreting the various READ 180 and System 44 reports. Data will be used to create unit maps and lesson plans.</p> <p>Provide Read 180 and System 44 for those students who qualify.</p>	<i>(Use RI and MI data)</i>	<p>Below level students were identified and provided with Extended Day Tutoring.</p> <p>65% of students scored proficient or advanced on the end of year RI.</p>

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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Implement after school tutoring for students in the areas of math and/or reading. Students were identified through EIP data, RI/MI, and EOG data.</p> <p>Title Assisted students will be identified based on data, qualifying students will receive READ 180/System 44 instruction in grades 3-5. Qualifying students in grades K-2 will receive tutoring three times a week during school hours.</p> <p>Students that qualify for EIP, will receive those services daily.</p> <p>Plan and incorporate STEM lessons to increase engagement and critical thinking.</p> <p>ALP program for qualifying students in grades 1-5.</p> <p>Talent and Development support will be given to students in grades K-5.</p>	<p><i>(Use CCRPI data)</i></p>	<p>Students were identified through EIP, RI/MI data, and EOG data.</p> <p>According to the 2017- 18 CCRPI mathematics achievement scores, 70.7% of the students in grades 3<sup>rd</sup> through 5<sup>th</sup> scored in the Developing Learner or above category. The 2017 -18 CCRPI percentage of students reading on/above grade level in 3<sup>rd</sup> grade was 55.5%, and 74.6% of the students in grades 3<sup>rd</sup> through 5<sup>th</sup> scored in the Developing Learner or above category.</p> <p>Summer Enrichment Camp was provided to identified Title I Targeted Assisted students in grades K-2.</p> <p>Students were provided with digital resources including Conceptua. All teachers differentiated math instruction by using data. EIP provided differentiated instruction in reading and math with Read180/Systems 44 used for students in grades 3-5</p> <p>School wide STEM days were held twice last year. School –wide STEM Night had over 400 participants</p> <p>The ALP teacher collaborated with two grade levels, 2<sup>nd</sup> and 4<sup>th</sup> grade. This allowed for enriched lesson to be delivered to all students.</p> <p>A former ALP student from Varner was a Genius Junior winner of the NBC TV show in 2018. This was initiated through the gifted department at Varner. We qualified 18 new students in the 2017 -18 school year. We had a National Reflections winner that was part of the gifted program.</p>
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		<p>Use the CCC model to identify students who are on-level, advanced, and remedial.</p> <p>Decrease the number of students remaining on RTI Tier 3 in the areas of reading and/or math for two or more consecutive years.</p>	<p>Teachers met twice a month in collaborative teams to collect and analyze data. Teachers reflected on their practice and created lessons and used research based strategies to enhance student learning.</p> <p>Active Tier 3 at the end of 2016/2017 = 29. 4 of the 29 were on two consecutive years for reading or math. Active Tier 3 at the end of 2017/2018 = 28. 2 of the 28 were on two consecutive years for reading or math.</p>
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (Lt as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Conduct and analyze AdvancED Parent and Student Survey.</p> <p>Hold building leadership meetings monthly to address school needs.</p> <p>Communicate regularly with School Council and other stakeholders in regards to STEM certification.</p> <p>Increase our Partners in Education.</p> <p>Communicate regularly with PTA regarding school functions, community involvement, and budgeting.</p>	<p><i>(Use GA Climate Survey data)</i></p>	<p>The results of the survey show an increase from 91.4 to 91.6, which is just shy of 4 star rating of 91.8</p> <p>We met regularly with Building Leadership team, School Council, PTA, and Partners in Ed. We are moving forward with STEM certification. We had an official visit from Sally Creel and a committee to provide feedback about our progress towards STEM Certification.</p> <p>School Council and administration decided the school should purchase the Flying Classroom to supplement STEM lessons. Training was provided to staff and modeling of lessons by the Flying classrooms staff members in grade level classrooms. School Council members were instrumental in sending out flyers and newsletters to promote STEM activities</p> <p>Elevate, Seven Springs, and Macland Presbyterian Churches were added as new Partners in Education.</p> <p>Blackboard Connect was used to communicate with all stakeholders alerting them of important information and school activities in a timely manner.</p>
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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>Provide families with engaging activities at home to foster the home to school connection.</p> <p>Implement Bilingual Parent Engagement Group to enhance involvement of underrepresented population.</p> <p>Watch D.O.G. program to increase male parent involvement.</p> <p>School-Wide Discipline Plan used in conjunction with Classroom Dojo for parental involvement.</p>	<p><b><i>(Collect data at local school)</i></b></p>	<p>Counselors and teachers implemented the Character in Me program throughout guidance lessons, weekly classroom meetings, and Dinner Dilemmas. 2017-2018 Parent Participation with Dinner Dilemmas – Kindergarten average 56%; 1<sup>st</sup> grade average 64%; 2<sup>nd</sup> grade average 62%; 3<sup>rd</sup> grade average 49%; 4<sup>th</sup> grade average 42%; 5<sup>th</sup> grade average 62%. School-wide average was 56%.</p> <p>BPEG parents attended and offered parental assistance at Meet and Greet, Open House and PTA functions. They also assisted anyone that requested help.</p> <p>65 men volunteered in the Watch D.O.G. program in 2017-18. This is an increase of 20 men participating over two years.</p> <p>The school-wide discipline plan was followed by all teachers, and we implemented our school-wide Class Dojo, increasing the home to school connection. Students with high positive Dojo points were recognized in the Viking Student of the Month recognition. Specialists brainstorm behavior strategies for repeat students receiving negative Dojo points in multiple specials. We had 193 office referrals in 2016-17 and dropped to 53 for the 2017-18 school year.</p>
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		<p>Parent Teacher Association (PTA)</p> <p>School Council</p> <p>Varner Foundation</p> <p>Young Men of Varner program for male students in grades 3<sup>rd</sup> through 5<sup>th</sup>.</p> <p>Partnership with Powder Springs Chamber of Commerce.</p> <p>Partnership with McEachern High School</p>	<p>Varner’s PTA hosted multiple Spirit Nights and provided lunch for Teacher Appreciation week thus supporting whole Varner community. PTA worked closely with the Powder Springs Chamber of Commerce, which provided Varner families an awareness of activities and services in our area. They promoted the Reflections program which had multiple state level winners and one national winner.</p> <p>A successful STEM Night was held as a School Council initiative and 420 plus individuals attended.</p> <p>The Varner Foundation raised \$12,000 to assist the school in purchasing iPads to complement and enhance student engagement.</p> <p>The Young Men of Varner were instrumental, along with their families, in joining staff and community members with Beautification Day. They spent the day cleaning up the grounds at Varner</p> <p>Reindeer Run partnership with the Powder springs Chamber, Administration met quarterly with the representatives from the neighboring churches, Powder springs chamber manned a booth at STEM Night. Five scholarships provided to Varner students for a Hawks Summer Camp at McEachern.</p> <p>McEachern’s faculty and students participated in STEM night, After School Lacrosse Club sponsored by McEachern for our students, Art Appreciation and Music Appreciation Nights, in conjunction with the High School students were held.</p>
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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Monitor and reflect upon formative and summative performance.</p> <p>Develop a plan of action for improvement (as needed).</p> <p>Data will be shared with staff members</p>	<p><i>(Use results from TKES and LKES evaluations)</i></p>	<p>Teachers were provided with formative walk throughs and observation data by standards throughout the year. A mid- year PowerPoint was provided to share administration, as well as, staff feedback on Formative assessments. Teachers completed a mid-year rubric to reflect on their progress toward meeting professional goal.</p> <p>Administration worked with teachers in developing lesson plans and behavior management strategies to enhance student achievement.</p> <p>Results of the first semester walk-throughs and formative observations were shared with the staff at mid-year conference.</p>
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