



Pickett's Mill Elementary 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><i>Focus Priority Status:</i> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Implement PLCs in order to analyze ongoing reading and math assessments for student growth.</p> <p>Grade level PLCs will meet weekly to review grade level standards and discuss appropriate instructional strategies.</p>	<p>RI MI FFAS-Touchstones Common Formative Assessments PLC documentation in CTLs Communities</p>	<p>Administration/ Instructional Staff</p>	<p>Collaborative planning time (Super Specials, Early Release days)</p>	<p>Team collaboration increased along with common expectations for student performance. All teams analyzed formative data (RI/MI) to identify struggling/high achieving students and adjust instruction accordingly</p>	
<p>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)</p>	<p>Utilize FFAS across grade levels with fidelity. Utilize common formative assessments with a focus of reading and math</p>	<p>FFAS-Touchstone results Common formative assessment results.</p>	<p>Administration /Instructional staff</p>	<p>Required training for Kindergarten and new staff as well as optional refresher training</p>	<p>Dealt with first year implementation issues and will continue to refine process for 2017-18; teachers developed better understanding of student progress/mastery of standards with consistent assessments</p>	
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Create differentiated PLCs based on professional goals set in TLE portal and analysis of student achievement data. Designate content area engagement leaders to attend CCSD provided professional development.</p>	<p>PLC documentation in CTLs Communities and TLE portal.</p>	<p>Administration/ Instructional Staff</p>	<p>CCSD PL Funds</p>	<p>Variety of ongoing PL offered (local school whole staff; CCSD math; optional PL sessions from local school & CCSD TTIS)</p>	



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>Effectively utilize all components of K-5 ELA resource acquisition</p> <p>Implement instructional models to meet the needs of struggling students (System 44/Read 180; EIP; 20 day support)</p> <p>Ensure use of research-based literacy practices in all grade levels including guided reading</p> <p>Expand use of Read 180/System 44 to include Special Education students.</p> <p>Implement effective instructional models such as EIP reduced class and 20-day program by utilizing intersession academic camps with a focus on reading and math.</p>	<p>RI</p> <p>System 44/Read 180 formative assessments</p> <p>Common formative assessments results</p> <p>Milestones</p> <p>CCRPI</p>	<p>Administration/ Instructional Staff</p>	<p>PL support for ELA resources</p> <p>Materials for System 44/Read 180</p> <p>20 day funds for intersession academic camps</p>	<p>% of Reading 180 & System 44 students on or above grade level on the 2016-17 EOG lexile:</p> <p>3rd: 65% (15 out of 23) 4th: 25% (2 out of 8) 5th: 64% (7 out of 11)</p> <p>*Average amount of Lexile growth on RI from fall to spring: 3rd: 232 4th: 153 5th: 154</p> <p>Implemented guided reading/workshop model which resulted in EOG on grade level lexile:</p> <p>3rd grade: 2015: 60.1% 2016: 84.2% 2017: 88.4%</p> <p>5th grade: 2015: 89.4% 2016: 87.3% 2017: 87.2%</p>	
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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>Utilize researched based instructional strategies including guided math; Number Talks; advanced content math (4th/5th) Expand use of Hands on Equations</p> <p>Train additional staff for Conceptua Math super users to assist teachers with implementation of the program.</p> <p>Implement effective instructional models such as EIP reduced class and 20-day program by utilizing intersession academic camps with a focus on reading and math.</p>	<p>MI FFAS Milestones Common formative assessments</p>	<p>Administration/ Instructional staff</p>	<p>CTLS Teacher for Number Talks CCSD training for additional Conceptua Super Users 20 Day Funds for intersession academic camps</p>	<p>Number Talks training was provided at the introductory and advanced levels (staff self-selected their session)</p> <p>Two Conceptua Super-Users received CCSD training and redelivered information to colleagues</p> <p>Developing Learner or above on the Georgia Milestones mathematics EOG: 2015: 82.4% 2016: 88.5%</p>	
<p>6. Increase number of students academically completing every grade. (S)</p>	<p>Utilizing the RTI2 model to identify students at risk students and develop small group and individual instructional strategies.</p> <p>Develop opportunities for reteaching and academic credit recovery.</p> <p>Preview and build background knowledge of standards by utilizing intersession academic camps with a focus on reading and math.</p>	<p>PLC data team meeting minutes. RTI2 CSIS reports 9 week course failures EOY # of students retained</p>	<p>Administration/ Instructional Staff</p>	<p>RTI2 training and professional development</p>	<p>Number of 4th/5th grade students receiving an "F" for reading/ELA/math per 9 weeks Quarter 1: Reading= 14, ELA= 12, Math= 4 Quarter 2: Reading= 10, ELA= 3, Math= 7 Quarter 3: Reading= 9, ELA= 7, Math= 9 Quarter 4: Reading 4, ELA= 2, Math= 3 Data: Students retained K-5: 2016: 5 2017: 2</p>	



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7. Other: (Priorities specific to school.)	Increase number of BYOD classrooms. Utilize CTLS Teach to certify teachers as certified BYOD teachers.	Number of BYOD classrooms. BYOD module completion in CTLS Teach	Instructional Staff/TTIS	CTLS Teach		
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Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
	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
Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	Increase student engagement through STEM curriculum to support grade level content standards. Increase opportunities for students to engage in higher order thinking and problem based activities.	Participation in Science Olympiad and CCSD Science Fair. Participation in local STEM night EOG Math and Science (5 th grade) results	Administration Instructional Staff	Professional development in problem based learning and STEM curriculum		



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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. Utilize System 44/Read 180/Rewards/Fundations/Language!/online programs (IXL; Reading A-Z) 2. Provide additional support through 20 Day instructional staff/intersession academic camps, Conceptua math program; online programs (IXL; FrontRow) 3. Continue support of RTI program 	<p>Formative program assessments; online usage reports; EOG; RI</p> <p>MI; online usage reports</p> <p>RTI Tier 2 & Tier 3 documentation</p>	<p>Administration/ Instructional Staff</p>	<p>Materials for System 44/Read 180</p> <p>PL support for special education teachers implementing specialized instruction</p> <p>Online programs provided by PMES Foundation</p> <p>RTI2 training and professional development</p>	<p>Used EIP funds to purchase support materials; Implemented Fundations & Language programs for special education students; provided Reading A-Z/IXL online programs for school/home support</p> <p>Utilized "Rise & Shine Reading" club to provide literacy support</p> <p>Data: Average amount of Lexile growth on RI from fall to spring: 3rd: 232 5th: 154</p> <p>Percent of at-risk students on grade level lexile EOG: 65%</p> <p>Used IXL & FrontRow programs for school/home reinforcement; Created "Math Mania" afterschool program to reinforce concepts</p> <p>Data Avg. 4th quarter SMI score at-risk students: 3rd grade= 418 5th grade= 448</p>	
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					*average growth= 42 Percent of at-risk students scoring at Developing Learner or above on the Georgia Milestones math EOG: 25%	
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)	Utilize AC (Advanced Content) model for ELA & math in 4 th & 5 th grade	# of students participating in AC Student performance on report cards & EOG	Administration /AC teachers	Collaboration time/PL support @ local school level and CCSD ALP department	Provided AC ELA for 20 4 th grade students and AC math for 10 4 th grade students; AC ELA for 22 5 th grade students and AC math for 18 5 th grade students Data: Avg. RI growth AC students: 4 th grade: 125.5 5 th grade: 81.3 Avg. MI growth AC students: 4 th grade: 302 5 th grade: 132	
Other: (Priorities specific to school.)	Create flexible grouping across grade levels Math compacting opportunities for students	Common formative assessments Milestone results	Administration /Instructional staff	Common planning/ collaboration		



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

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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Analyze stakeholder surveys</p> <p>Collaborate with: School Council, PTA, Foundation</p> <p>Discuss pertinent issues aligned with SSP goals during PIT Crew meetings</p>	<p>Survey results</p>	<p>Administration</p>	<p>Survey Data</p>	<p>Administered all required surveys (AdvancED, TKES/LKES/GA School Personnel Survey) Data: 4 Star School Climate Rating</p> <p>Met at minimum weekly with PTA Board, monthly with Foundation Board and quarterly with School Council. Attended Georgia Legislative Session and Governor Nathan Deal's State of the State address with School Council</p> <p>Met monthly with PIT Crew to communicate expectations, monitor implementation of programs, analyze data & address concerns</p>	



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Conduct new parent/family events (Pirate Preview; new family fall social)</p> <p>WatchDOGS program while creating additional opportunities for fathers/father-figures to become involved</p> <p>Weekly electronic communication from stakeholder groups (PTA/Foundation)</p>	<p>Event attendance</p> <p># of WatchDOGS volunteer hours</p> <p>Subscription rate of PMES families</p>	<p>All staff, PTA, Student Council, and Foundation</p>	<p>Volunteers for events</p> <p>Financial support from stakeholder organizations</p> <p>Eblast technology</p>	<p>Held new family orientation in the fall to build relationships and support school involvement; Pirate Preview held week prior to school for all new families</p> <p>Weekly e-blast delivered to the majority of PMES families from PTA & Foundation</p> <p>Made strides in transition from Media Center to Learning Commons, but unable to implement extended Learning Commons hours; will develop new plan for implementation with new media specialist</p>	
<p>Other: (Priorities specific to school.)</p>	<p>Seek new & creative avenues for increasing Partner in Education participation</p> <p>Utilize social media to tell the Pickett's Mill story</p> <p>Increase the Pickett's Mill presence in the community</p>	<p># of active partnerships</p> <p>Social media metrics including followers on Twitter</p> <p>Attendance at community events</p>	<p>Principal</p>	<p>NA</p>	<p>Created new initiatives for Partners in Education to benefit the business and school community including perfect attendance recognition for staff & students; career speakers</p> <p>Created online presence on Twitter; accumulated over 300 followers</p>	



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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>Differentiate PLC topics based on needs identified through analysis of student achievement data & ongoing TKES evaluation.</p>	<p>PLC documentation</p> <p>TKES assessment</p> <p>Classroom Walk-throughs</p>	<p>Administration</p>	<p>PL opportunities through CCSD</p>	<p>Utilization of CCSD math trainers enhanced teacher understanding and capability in delivering Number Talks instruction</p> <p>TTIS provided ongoing, consistent support for new cohort implementation of FFAS which facilitated teacher understanding</p>	
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Staff creates professional learning goals based upon their TKES/LKES evaluations and current self-assessments.</p> <p>Administration analyzes and differentiates ongoing PL based upon identified staff needs.</p>	<p>PLC documentation</p> <p>TKES documentation</p>	<p>Admin/ Instructional Staff</p>	<p>PL opportunities through CCSD</p>		



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<p>Other: (Specific to school.)</p>	<p>Cultures Built to Last book study with building leadership team.</p> <p>7 Habits training for new staff</p> <p>Provide ongoing support for new special education staff</p>	<p>Qualitative feedback from PIT Crew</p> <p>Staff Reflection</p> <p>Effectiveness of instructional strategies of special education staff</p>	<p>Administration</p> <p>New instructional and special education staff</p>	<p>PL funds</p> <p>Collaborative time</p>		
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