



Rocky Mount 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>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Monitor student progress quarterly in critical content areas in order to adjust instruction and resources.</p>	<p>RI and MI</p>	<p>Administration and all staff</p>	<p>RI, MI, time for data team meetings</p>	<p>Implemented the data team process with fidelity. Teachers administered frequent formative assessments using RI/MI. Admin facilitated data team meetings and progress monitoring. Grade level RTI collaboration.</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>Continue to use local school assessments to monitor student progress. Meet in data teams to review assessments and plan instruction based on student needs.</p>	<p>RI, MI, local school assessments</p>	<p>Administration and all certified staff</p>	<p>Time for grade level collaboration; Early Release time</p>	<p>TTIS support provided training as needed.</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>Identify Professional Learning Communities; establish norms for PLCs; identify professional development needs based on student performance data</p>	<p>Minutes from PLCs; RI; MI; EOGs; report card grades</p>	<p>Administration and all staff</p>	<p>Release time for PLC meetings; Early release days</p>	<p>Twenty-five interest based professional development PLC groups collaborated throughout the year. Using the Museum Redelivery model staff shared results that had a positive impact on student achievement and school climate.</p>	

Rocky Mount Elementary 2017-18 Cobb Strategic Plan

<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Utilize a variety of resources including online resources to build literacy skills. Utilize the new language arts materials in 3-5. Utilize a systematic phonics program in K-1.</p>	<p>FRA and RI</p>	<p>Administration and all certified staff</p>	<p>System 44 / Read 180; FRA; RI</p>	<p>Increased the percentage of 3rd graders with lexiles of 650 or above from 76.5% in 2016 to 82% in 2017 based on the Milestones.</p> <p>Increased the percentage of 1st -5th students scoring proficient or advanced increased from 55% on the fall 2016 to 81% on the spring 2017 assessment.</p> <p>Implemented Read 180 instruction daily to bottom quartile of 3rd - 5th students.</p>	
<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>Develop a problem solving rubric for each grade level; develop a common problem solving graphic organizer to be implemented across all grade levels</p>	<p>MI</p>	<p>Administration and all certified staff</p>	<p>MI; rubric samples; time for collaboration, exemplars</p>	<p>K-5 quarterly review of MI scores and strategy discussions resulted in an average quantile growth of 267 which was 51 quantiles higher than spring 2016.</p> <p>Increased the percentage of 3rd -5th math students achieving levels 3 or 4 on the Milestones from 63% in 2016 to 71.3% in 2017.</p> <p>Implemented a Fact Fluency initiative resulting in 67% of K-5 students demonstrating math fact fluency in spring 2017.</p>	



Rocky Mount Elementary 2017-18 Cobb Strategic Plan

<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Implement an Accelerated Content math class in fourth grade. Compact in math in fourth grade to meet student needs. Provide extended day tutoring for at risk students, RTI process</p>	<p>RI, MI, local school assessments, EOG, report card grades</p>	<p>Administration and all certified staff</p>	<p>AC support from the central office; Extended day funds; ELA and Math Resources</p>	<p>Conducted RTI facilitators training and monthly meetings. Monthly grade level meetings</p>	
<p>7. Other: (Priorities specific to school.)</p>	<p>Increase writing proficiency in third through fifth grades through targeted writing instruction</p>	<p>WriteScore results</p>	<p>Administration and 3rd-5th certified staff</p>	<p>Write Score and time for collaboration</p>	<p>N/A</p>	

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>Pursue CCSD STEM certification.</p>	<p>STEM certification criteria</p>	<p>All Staff</p>	<p>Support from central office; collaboration with STEM schools</p>	<p>N/A</p>	



Rocky Mount Elementary 2017-18 Cobb Strategic Plan

<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. Implement System 44 /Read 180 with at risk readers in 3rd, 4th and 5th grades. Provide extended day tutoring for at risk students. 2. Provide opportunities for students to increase math fact fluency and problem solving. 3. Provide extended day tutoring for at risk students. RTI process, ELL, EIP 	System 44 / Read 180; RI and MI	Administration and all certified staff	System 44 / Read 180; RI; MI; extended day tutoring materials	<p>55% of 3rd - 5th reading tutoring students achieved a level 3 or 4 on Reading Georgia Milestones.</p> <p>25% of 3rd - 5th math tutoring students achieved a level 3 or 4 on math Georgia Milestones.</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 Accelerated Content Math class in fourth grade. Provide a self-contained EIP class in third grade. Provide reduced-size EIP class models in as many grade levels as possible. Provide Genius hour (gifted collab) for identified students. 5 teachers attending gifted endorsed teachers</p>	AC performance; RI; MI; report card grades	Administration and all certified staff	AC support from Central Office; EIP resources	N/A	
<p>Other: (Priorities specific to school.)</p>						

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>Engage all stakeholders in reviewing, revisiting, and revising the Rocky Mount Vision and Mission</p>	<p>Vision and Mission statements</p>	<p>All stakeholders</p>	<p>Time for collaboration</p>	<p>Solicited feedback from School Council, BLT, PTA, Foundation board, and Parents' Advisory group regarding action steps.</p> <p>Awarded 4/ 5 stars from the GaDOE</p>	



Rocky Mount Elementary 2017-18 Cobb Strategic Plan

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Review and revise use of multi-media communication tools including blogs, call-out system; and Tuesday folders Implement School Wide Attendance Improvement Program to reduce the number of students with 10(+) absences	Increased parent involvement Monthly attendance reports	All stakeholders	Training on blogs Monthly report to analyze trends and intervene.	Implemented a School-Wide Attendance improvement program with varying results.	
Other: (Priorities specific to school.)						

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

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<u>Focus Priorities:</u> (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: <u>(Due September 1)</u>		
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Provide targeted professional development on creating constructed response items; provide training on using resources found in CTLS Teach and CTLS Assess	CTLS Teach and CTLS Assess usage;	Administration and certified staff	Professional development funds for training and for resources	Completed new teacher monthly meetings. Twenty-five individualized passion driven professional development projects were completed.		
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Create professional learning goals in TEKS based on student performance and staff self-assessments; monitor progress toward meeting goals throughout the year	TKES	Administration and all TKES evaluated staff	Resources to support team and individual goals	N/A		



Rocky Mount Elementary 2017-18 Cobb Strategic Plan

Other:
(Specific to school.)

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