



Varner 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 style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></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>	<p style="text-align: center;">MI EOG FFAS Common Math Unit Assessments</p>	<p style="text-align: center;">Classroom teachers Data Team</p>	<p style="text-align: center;">Data profile sheet Ongoing training by TTIS</p>	<p>Teachers were able to identify these students and differentiate instruction through PLCs.</p>	IP
<p><i>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)</i></p>	<p>Use TTIS trainers and District Math Coach for Data Team and staff in order to implement common mathematics unit assessments and "checkpoints" utilizing iRespond and CTLs data.</p>	<p style="text-align: center;">Data Profile Sheet FFAS CTLs Data Mathematics EOG MI Common Math Unit Assessments Common Math Unit Checkpoints</p>	<p style="text-align: center;">Classroom teachers Data Team</p>	<p style="text-align: center;">District Math Coach TTIS Trainer</p>	<p>PLC and Data Teams met monthly to set SMART goals and review progress. All teachers will implement the math pre and post assessments and checkpoints.</p>	IP
<p><i>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Use Math Department specialists to provide professional learning opportunities to differentiate math instruction.</p>	<p style="text-align: center;">Teacher walkthroughs Teacher observations Peer Observations Lesson Plans</p>	<p style="text-align: center;">Administra tion</p>	<p style="text-align: center;">Funds for grade level differentia tion training Math Dept. Trainers</p>	<p>The math department conducted professional learning throughout the year.</p>	IP



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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Identify and provide after school tutoring for students performing below grade level in reading.</p> <p>Ensure 70% of students are scoring proficient or advanced on end of year RI assessment.</p>	<p>RI</p> <p>DRA</p> <p>Reading EOG</p>	<p>Administration</p> <p>Classroom teachers</p>	<p>20 day funds</p> <p>READ 180 and System 44</p>	<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> <p>The 2016/2017 CCRPI percentage of students reading on/above grade level in 3rd grade was 55.5%, and 74.6% of 5th graders reading on/above grade level.</p>	<p>IP</p> <p>IP</p> <p>IP</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>Provide students with supplemental math programs to increase math proficiency.</p> <p>Implement differentiated Guided Math instruction in all classrooms.</p> <p>Develop and implement STEM curriculum.</p> <p>Implementation of individual student data notebooks</p>	<p>MI</p> <p>Mathematics EOG</p> <p>Math Common Unit Assessments</p> <p>Math Unit Checkpoints</p> <p>STEM Classroom Walkthroughs</p> <p>Student data notebooks</p>	<p>Classroom teachers,</p> <p>Computer Lab teacher</p> <p>Data Team</p> <p>STEM Committee</p>	<p>PTA provided computer programs</p> <p>Differentiation Math training by Math Dept.</p> <p>STEM Conference/Trainings</p>	<p>Students were provided with digital resources including Conceptua. All teachers differentiated math instruction by using data.</p> <p>According to the 2016/2017 CCRPI mathematics achievement scores, 70.7% of the students in grades 3rd through 5th scored in the Developing Learner or above category.</p>	<p>IP</p> <p>IP</p>
<p>6. Increase number of students academically completing every grade. (S)</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>RTI Data</p> <p>RTI Team Meeting Minutes</p>	<p>Counselors</p>	<p>RTI folders</p>	<p>Tier 3 Carried over from 2015/2016 = 17 (2 of the 17 were on two consecutive years) Active Tier 3 at the end of 2016/2017 = 29 (4 of the 29 were on two consecutive years)</p>	<p>IP</p>



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7. Other: (Priorities specific to school.)					
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Board Goal 2: *Differentiate resources for students based on needs.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>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>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</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>Plan and incorporate STEM lessons to increase engagement and critical thinking.</p> <p>Implementation of individual student data notebooks</p>	<p>RI/MI Checkpoints</p> <p>STEM Classroom Walkthroughs</p> <p>Student data notebooks</p>	<p>SPOT Leadership Team</p> <p>Teachers</p> <p>STEM Committee</p>	<p>Data profile sheet</p> <p>Lesson Plans</p> <p>STEM Conference/Trainings</p>	<p>Students were identified through EIP, RI/MI data, and EOG data.</p>	<p>IP</p>
<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. Provide Extended Day tutoring after school. Provide Read 180 and System 44 for those students who qualify. 2. Provide Extended Day tutoring after school. iXL, Incorporate STEM lessons to promote engagement 	<p>RI, DRA, Running Records, Reading EOG, ESGI (for K)</p> <p>Online, MI, Math EOG</p>	<p>Admin.</p> <p>Classroom Teachers</p> <p>STEM Committee</p>	<p>20 day funds</p> <p>Funds provided by PTA</p> <p>STEM Conference/Trainings</p>	<p>Extended Day Tutoring was provided after school for identified students. They used the available digital resources for instruction. Summer Enrichment Camp was provided to identified students in grades K-2.</p>	<p>IP</p>



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<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>AL 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>Use the PLC model to identify students who are on-level, advanced, and remedial.</p> <p>Collaborate with teachers to enrich curriculum and increase FTE.</p>	<p>AL SLO Assessment</p> <p>5th grade utilizes the Affective Component Alternative Measure.</p> <p>Classroom measures in assessment form for the Algebraic Component, Cognitive Component, Critical Thinking Component, Affective Component, to match standards</p> <p>PLC Data</p>	<p>AL Teacher Collaborative teachers (w/AL teacher)</p> <p>PLC Teams</p>	<p>Professional Learning Opportunities within school.</p> <p>Cell Tower/Professional Learning Funds</p>	<p>Baseline Data will be collected for the 2017/2018 school year.</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>Analyze data both horizontally and vertically for continual school improvement for all student groups.</p>	<p>RI, MI, EOG, DRA, Math Unit Checkpoints, Math Common Assessments, Touchstones</p>	<p>Data Teams</p> <p>All Teacher PLC Teams</p>	<p>Cell Tower Funds for grade level collaboration</p>	<p>Data Teams along with Administration tracked data throughout the year to identify students needing RTI, retention, Viking Readiness EOG preparation, Summer Enrichment Camp, as well as in class remediation.</p>	<p>IP</p>



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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>	Conduct and analyze AdvancED Parent and Student Survey.	AdvancED Survey	Admin.	Survey results	We are still awaiting the AdvancED Survey results for the 2016-17 school year.	IP
	Communicate regularly with School Council and other stakeholders in regards to STEM certification.	Student, Teacher, Parent Survey	Computer Lab Teacher			IP
	Increase our Partners in Education.		School Council		We met regularly with School Council, PTA, and Partners in Ed. We are moving forward with STEM certification.	IP
	Communicate regularly with PTA regarding school functions, community involvement, and budgeting,		PTA		Kiwanis at Lost Mountain was added as a new Partner in Education.	



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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>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 Dogs program to increase male parent involvement.</p> <p>School-Wide Discipline Plan used in conjunction with Classroom Dojo for parental involvement.</p> <p>Parent Teacher Association (PTA)</p> <p>Young Men of Varner program for male students in grades 3rd through 5th.</p> <p>Partnership with Powder Springs Chamber of Commerce.</p> <p>Partnership with McEachern High School</p>	<p>Dinner Dilemmas turned in will be rewarded with one Class Dojo point.</p> <p>AdvancED Survey</p> <p>PTA Attendance</p>	<p>Counselors</p> <p>Teachers</p>	<p>Funds for student incentives</p> <p>Chick-fil-A Student of the Month award</p> <p>McDonald's coupon incentive</p> <p>Incentive for attendance</p>	<p>Counselors and teachers implemented the Character in Me program throughout guidance lessons, weekly classroom meetings, and Dinner Dilemmas.</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.</p> <p>Implement school-wide attendance plan</p> <p>Viking Student of the Month incentive program</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</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>Provide quality research-based professional learning in Model Drawing, PLCs/Data Teams, and Flexible Formative Assessments. These assessments will be used to differentiate instruction and provide feedback to students and parents.</p>	<p>Teacher Walkthroughs</p> <p>Teacher Observations</p> <p>MI</p> <p>Math EOG</p> <p>Touchstones</p>	<p>Administration</p>	<p>Math Dept. training</p> <p>TTIS</p>	<p>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. Feedback was also given to parents regularly.</p>	<p>IP</p>



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE ²)	Monitor and reflect upon formative and summative performance. Develop a plan of action for improvement (as needed). Data will be shared with staff members.	TKES Data LKES Data	Administration All certified and classified staff measured through TKES.	Substitutes for collaborative meetings.	Teachers were provided with formative walk through and observation data by standard throughout the year.	IP
Other: (Specific to school.)						