

# Sedalia Park Elementary 2016-17 Cobb County School District Strategic Plan

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> (Due June 30, 2017)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLs for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	<p>a. Meet by grade level weekly to plan instruction based on current data.</p> <p>b. Score constructed responses collaboratively by grade level. Remediate and reteach those students needing additional support</p> <p>c. Meet by grade level in Curriculum and Instruction day each 9 weeks to organize instruction for the upcoming quarter.</p> <p>d. Implement common formative and summative assessments in each subject area. Remediate and retest those students needing additional support.</p>	<p>a. PLC meeting minutes</p> <p>b. PLC meeting minutes</p> <p>c. C and I team meeting minutes</p> <p>d. Lesson Plans, walkthroughs</p>	<p>a. Grade level teams/ Academic Coaches</p> <p>b. Grade level teams</p> <p>c. Grade level teams, Academic Coaches</p> <p>d. Grade level teams/ admin by assigned grade level</p>	<p>a. Standards and student data sheets</p> <p>b. Time to collaborate</p> <p>c. Title 1 funds for C &amp; I Days to pay for substitutes</p> <p>d. CTLs training and collaboration time</p>	<p>a. Each team met once a week to plan instruction using data to drive instruction.</p> <p>b. Several attempts were made to implement this action with fidelity. It is still in progress.</p> <p>c. All grade levels met every quarter with academic coaches and administration to map an instructional pacing guide for the upcoming quarter.</p> <p>d. Students engaged in common formative assessments bi-weekly and summative assessments every 3 weeks</p>	<p>a. M</p> <p>b. IP</p> <p>c. M</p> <p>d. M</p>

<p><i>3. 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>a. Meet as grade level teams to develop formative assessments.</p> <p>b. Assess students on common formative assessments in all content areas using teacher developed assessments and FFAs.</p>	<p>a. C and I team meeting minutes/assessments submitted to Academic Coaches and admin through T-Drive and/or 365 shared doc</p> <p>b. Lesson plans, walkthroughs and CTLS</p>	<p>a. Grade level teams/ Academic Coaches/ TTIS</p> <p>b. Classroom teachers</p>	<p>a. CTLS training and time to collaborate</p> <p>b. Time to collaborate</p>	<p>a. Bi-weekly PLC with coaches and administrative staff to discuss and develop formative assessments. Touchstone data is documented in CTLS. Teams continued to use data from assessments to drive instruction</p> <p>b. Students were assessed frequently in all content areas using CTLS</p>	<p>a. M</p> <p>b. M</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>a. Meet with Academic Coaches for professional learning, instructional planning, data analysis, and assessment building</p> <p>b. Meet with TTIS for technology integration ideas, use of technology and FFA development. (Fall 2015)</p>	<p>a. C and I team meeting minutes, weekly PLC meeting minutes</p> <p>b. Professional learning meeting dates set on calendar/minutes from meetings. CTLS for assessments</p>	<p>a. Teachers of record for all students/Academic Coaches</p> <p>b. TTIS, Academic Coaches, teachers of record for all students.</p>	<p>A .Title 1 funds for C &amp; I Days to pay for substitutes</p> <p>b. PD in regards to technology integration</p>	<p>a. Teachers met with academic coaches and administrative staff every quarter to create an instructional pacing guide for all subjects. Weekly PLC's were implemented regarding professional development, instructional planning, data analysis, and assessment building.</p> <p>b. Professional development was provided to teachers throughout the school year regarding technology integration.</p>	<p>a. M</p> <p>b. M</p>

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on BOY to EOY RI scores)</p>	<p>a. Implement guided reading in all classrooms</p> <p>b. Administer RI at least twice yearly</p> <p>c. Tutor those students who need additional support</p> <p>d. Continue RTI process with fidelity for students who need additional strategies implemented</p>	<p>a. Lesson Plans, walkthroughs</p> <p>b. RI data</p> <p>c. Monitoring of pre and post tutoring data</p> <p>d. RTI strategies and data collection</p>	<p>a. Classroom teachers</p> <p>b. Classroom teachers/ Admin on assigned grade levels</p> <p>c. Tutoring coordinator</p> <p>d. Academic Coaches, SSA, and grade level teachers</p>	<p>a. RI provided by Cobb County</p> <p>b. N/A</p> <p>c. Tutoring Coordinator</p> <p>d. RTI training and time to collaborate</p>	<p>a. Teachers were provided with several sessions of professional development regarding guided reading. They were monitored weekly by coaches and administrative staff. Teachers documented guided reading groups and lesson plans.</p> <p>b. BOY-EOY -The overall percentage of students proficient in reading increased from 24%-32%. -The overall percentage of students advanced in reading increased from 8%-19%. -The overall percentage of students performing below basic decreased from 45%-22%</p> <p>c. 20 Day Funds (tutoring) Implementation of push-in tutoring and Saturday school. Assessment data from the pre-assessments to the post-assessments increased.</p> <p>d. RTI staff development and meetings were implemented every 3 weeks to discuss RTI students, assessment data, and interventions. Students being referred to SPED dramatically decreased.</p>	<p>a. M</p> <p>b. M</p> <p>c. M</p> <p>d. IP</p>
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<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on BOY-EOY MI scores)</p>	<p>a. Administer MI at least twice yearly</p> <p>b. Develop and administer FFAs and analyze data</p> <p>c. Implement IXL in classrooms for student practice</p>	<p>a. SMI data</p> <p>b. CTLS data</p> <p>c. IXL records</p>	<p>a. Classroom teachers</p> <p>b. Classroom teachers working with TTIS (Fall 2015) Classroom teachers</p> <p>c. Classroom teachers</p>	<p>a. MI provided by Cobb County</p> <p>b. Time to collaborate</p> <p>C. IXL subscription</p>	<p>BOY-EOY</p> <p>a. The overall percentage of students proficient or advanced from 9%-56%</p> <p>b. Bi-weekly PLC with coaches and administrative staff to discuss and develop formative assessments. Touchstone data is documented in CTLS. Teams continued to use data from assessments to drive instruction</p> <p>c. Students engaged in IXL daily. Data revealed an increase in math skills.</p>	<p>a. M</p> <p>b. M</p> <p>c. M</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>a. Implement RTI strategies with fidelity</p> <p>b. Tutor students who need additional support</p>	<p>a. RTI data</p> <p>b. Tutoring pre/post data</p>	<p>a. Classroom teachers and Academic Coaches</p> <p>b. Tutoring coordinator</p>	<p>a. Time for teacher collaboration.</p> <p>b.20 day funds</p>	<p>a. Student attendance is addressed quarterly with teachers, students, and parents. Interventions are reviewed, adjusted, and implemented on a 4-6 week cycle.</p> <p>b. Implementation of push-in tutoring and Saturday school. Assessment data from the pre-assessments to the post-assessments increased.</p>	<p>a. M</p> <p>b. M</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>						
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p>Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation <b>(S)</b></p>	<p>1. Guided reading, ESL services, SPE services and EIP services (reduced class models throughout school).  2. Daily math instruction in small differentiated groups, ESL services, SPE services and EIP services (reduced class models throughout school)  3. RTI implemented in all grade levels with fidelity</p>	<p>1. Formative/summative assessments, lesson plans  2. Formative/summative assessments, lesson plans  3. RTI data</p>	<p>1. Classroom teachers, ESOL teachers, and SPE teachers  2. Classroom teachers, ESOL teachers and SPE teachers.  3. Classroom teachers, Academic Coaches, SSA</p>	<p>1. Guided Reading PD  2. Math PD regarding differentiated math  3. RTI training</p>	<p>1. Guided reading, ESL services, SPE services and EIP services were implemented within our reduced size class model.  2. Daily math small differentiated groups, ESL, SPE services were implemented within our reduced size class model.  3. . RTI staff development and meetings were implemented every 3 weeks to discuss RTI students, assessment data, and interventions.</p>	<p>1. M  2. M  3. 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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<b><i>District Focus Priorities 2016-2019</i></b>  <b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>2016-17 Aligned Actions and Measurements</b> <u>(Due September 1, 2016)</u>					
	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> <u>(Due June 30, 2017)</u>	<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	1. Invite parents to Title I Parent Academy held bi-monthly  2. Meet with School Counsel once a month  3. An administrator will meet with Sedalia Park Foundation board once a month  4. Distribute district wide surveys to parents annually	1. Parent sign-in sheets/agenda  2. School Counsel meeting minutes  3. Meeting minutes  4. Survey results	1. Title I Parent Liaison, Academic Coaches  2. Admin. Committee Facilitators  3. Admin.  4. Admin	1. Title I Parent Liaison and Academic Coaches 2. Admin.  3. Admin.  4. Surveys	1. Title I Parent Academies were held bi-monthly. Sessions will help parents know how to assist children/learning standards/how to become involved in school activities. 2. The Council met four times this year to discuss topics of interest (SSP, CCRPI, data, instruction, and neighborhood involvement, etc). 3. Met with Foundation once a month to discuss events and ways to assist the school in being successful. 4. Surveys were distributed to all parents per the district plan.	1. M 2. M 3. M        4. M

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	1. Curriculum nights – reading, math and STEM Nights 2. Title I Parent Academy	1. Parent sign-in sheets 2. Parent Sign-in sheets	1. Title I Parent Liaison, Academic Coaches, Administration 2. Title I Parent Liaison, Academic Coaches, Administration	1. STEM kits from county 2. Refreshments and agenda	1. Curriculum nights were held throughout the year to showcase what the students were learning to make a home to school connection. 2. Title I Parent Academies were held bi-monthly. Sessions helped parents know how to assist children/learning standards/how to become involved in school activities.	1. M 2. M
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)						<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	1. Ensure teachers are highly qualified in their area and that their skill sets meet the needs of our population.	1. HI Q report/TKES evaluation report	1. Principal	1. Certification info, job fairs	1. All teachers met HQ guidelines and qualifications.	1. M	

<p>Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. <b>(IE<sup>2</sup>)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b></p>	<p>1.Send new teachers to county wide new teacher induction</p> <p>2. Mentor new teachers who are paired with veteran teachers and through new teacher training on quarterly basis or as needs basis.</p> <p>3. All teachers will be provided with Academic Coaching support in all content areas.</p>	<p>1.TKES evaluation</p> <p>2.TKES evaluation</p> <p>3.Academic Coaches' schedules</p>	<p>1.District provides new teacher institute</p> <p>2. Coaches/Admin</p> <p>3.Academic Coaches, Teachers and Administration</p>	<p>1.N/A</p> <p>2.N/A</p> <p>3.Title I Funds</p>	<p>1. All new teachers attended New Teacher Orientation.</p> <p>2. New teachers received support from Academic Coaches, Administrators, and assigned grade level teachers.</p> <p>3. All teachers received support from Academic Coaches and Administrators on a weekly basis.</p>	<p>1.M</p> <p>2. M</p> <p>3. M</p>



<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>1. Discuss standards on weekly basis at team meetings.</p> <p>2. Collaborate Quarterly, with full day sessions to discuss standards, assessments, student progress and teaching techniques</p> <p>3. Collaborate on use of CTLS to analyze current data</p> <p>4. Develop FFA, and analyze results once implemented with students</p>	<p>1. Walk-throughs, team meeting minutes</p> <p>2. C and I team meeting minutes, data sheets</p> <p>3. C and I team meeting minutes, data sheets</p> <p>4. CTLS</p>	<p>1. Classroom teachers/Academic Coaches</p> <p>2. Classroom Teachers/Academic Coaches</p> <p>3. TTIS/Classroom teachers</p> <p>4. TTIS, Classroom teachers</p>	<p>1. Time to collaborate. Training in regards to unpacking standards</p> <p>2. Time to collaborate</p> <p>3. Time to collaborate. CTLS training</p> <p>4. Time to collaborate</p>	<p>1. Teams will meet once per week to discuss standards/plans.</p> <p>2. Teams met each 9 weeks to collaborate with Academic Coaches on standards/plans/assessments, etc.</p> <p>3. Teams met each 9 weeks to collaborate with Academic Coaches on standards/plans/assessments, etc.</p> <p>4. Teams utilized CTLS and TTIS to help analyze student results.</p>	<p>1. M</p> <p>2. M</p> <p>3. M</p> <p>4. M</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b>.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>	<p>1. Plan professional learning based upon the feedback from walk throughs and observations given to the teachers and administrators</p> <p>2. Ensure that teachers are evaluated according to the TKES and LKES timeline</p>	<p>1. TKES and LKES</p> <p>2. TKES and LKES</p>	<p>1. Admin.</p> <p>2. Admin.</p>	<p>1. TKES electronic platform</p> <p>2. TKES electronic platform</p>	<p>1. Met with teachers and administrators throughout the year to discuss a variety of topics in regards to instructional practices. Teachers were put on PLP's when necessary.</p> <p>2. Admin. scheduled specific times in their schedules for walk throughs and observations according to the timeline</p>	<p>1. M</p> <p>2. M</p>
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						