

NICKAJACK ELEMENTARY SCHOOL

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)					
Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Implement CTLS with fidelity Administer SLOs, grade level common formative assessments, SRI/SMI, DRAs Meet in grade level data and RTI teams (for reading and math) to analyze student progress, organize and adjust instruction based on data results Implement additional small group reading instruction for lowest performing students with EIP teachers and 20 Day Funds Design professional learning experiences to enhance instructional practices	Data team and RTI meetings with admin to review results of assessments (common formative, DRAs, report cards, GA Milestones, SLOs, SRI, SMI) Lesson plan reviews CTLS use TKES ratings	Administration, all teachers	20 Day Funds, data team rubric, Professional Learning: CTLS, RTI, PBIS, and behavior interventions/stategies		IP

<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>Create and deliver common formative assessments in math, reading, and writing</p> <p>Provide scheduled times for grade level data and RTI teams to meet and analyze assessment data and adjust instruction based on results</p> <p>Provide collaborative planning days for teachers (1/2 day planning sessions each quarter and Super Specials each month)</p>	<p>Teacher created common assessments</p> <p>Team minutes</p> <p>Increased percentage of students meeting and exceeding standards as measured by common summative assessments</p> <p>Review documentation of data team results and strategies implemented</p> <p>TKES ratings</p>	<p>Administration, all teachers</p>	<p>Funds for substitute teachers</p>		<p>IP</p>
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<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Deliver professional learning on RTI strategies/interventions and data teaming</p> <p>Deliver professional learning on PBIS and implement with fidelity</p> <p>Target the movement of students from does not meet to meets and meets to exceeds</p>	<p>Lesson plans</p> <p>RTI meetings and RTI Portal</p> <p>Increased student achievement on the GA Milestones</p> <p>TKES ratings</p> <p>PBIS team meetings and minutes</p> <p>Summary reports from SWIS (School-Wide Information System)</p>	<p>Administration, all teachers</p>	<p>Tuesday staff meetings, PBIS Coach, behavior specialists, school counselors, school psychologist</p>		<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Submit DRA and SRI records</p> <p>Continue RTI and Special Education strategies for student below grade level</p> <p>Utilize EIP services using System 44 and Read 180</p> <p>Teach phonics instruction in reading, writing, and spelling</p> <p>Implement Extended Day Tutoring 3rd – 5</p> <p>Identify students in our bottom quartile on GA Milestones ELA</p>	<p>Review data sheets for student growth (DRA, SRI, common formative assessments)</p> <p>Report cards</p> <p>GA Milestones</p> <p>SLOs</p> <p>TKES</p>	<p>Administration, all teachers</p>	<p>20 Day Funds, System 44, Read 180, Desktop computers in EIP self-contained classrooms</p>		<p>IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Fully implement literacy in math problem solving</p> <p>Fully implement number talks</p> <p>Balance teaching and learning between computation and process</p> <p>Continue RTI and Special Education strategies for student below grade level</p> <p>Implement Extended Day Tutoring 3rd – 5</p> <p>Identify students in our bottom quartile on GA Milestones ELA</p>	<p>Review data sheets for student growth (SMI, common formative assessments)</p> <p>Report cards</p> <p>GA Milestones</p> <p>SLOs</p> <p>TKES</p>	<p>Administration, all teachers</p>	<p>20 Day Funds</p>		<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Identify students early</p> <p>Utilize the Data team and RTI process for collaborating about, implementing and monitoring student interventions and strategies</p> <p>Develop partnerships with families of struggling learners</p>	<p>Utilize results of SLOs, common formative assessments, DRA, SRI, SMI, and other assessments to identify and monitor student progress</p> <p>RTI data</p> <p>Progress reports and report cards</p>	<p>Administration, all teachers, school counselors</p>	<p>Administration, all teachers, school counselors</p>		
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implement Dual Language Immersion English/Spanish for K</p> <p>Implement PBIS</p> <p>Continue developing the innovative Learning Commons with interactive learning activities</p> <p>Provide Talent Development for all grade levels</p>	<p>SLOs, student conversation</p> <p>Decrease in office referrals</p> <p>Increase in use of this space and different kinds of uses</p> <p>Increase number of students qualifying for gifted services</p>	<p>Administration, all teachers, media specialist, PBIS Coach</p>	<p>Funds from PTA and Foundation</p>		<p>IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Provide targeted resources for students</p> <p>1. not reading on grade level (Lexile)</p> <p>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</p> <p>3. not on-track for graduation (S)</p>	<p>1. Use 20 Day funding for reading tutors in grades 3-5 for targeted students; implement new reading adoption; implement System 44/Read 180</p> <p>2. Use 20 Day funding for math tutors in grades 3-5 for targeted students</p> <p>3. Gather and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment</p>	<p>System 44/Read 180, SRI, DRA, GAM, CFA</p> <p>SMI, CFA</p> <p>RTI Portal, IEPs</p>	<p>Administration, all teachers</p>	<p>SRI, DRA, SMI, CFA, CTLS, RTI Portal, 20 Day funds</p>		<p>IP</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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	N/2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Seek and analyze parent input through: conference week surveys, Survey of SACS, Georgia Parent Survey, School Council, PTA, Foundation, emails, phone calls, and meetings Implement weekly communication through school website, PTA, Foundation, teacher blogs, phone call out-Braves Bulletin,-Fridays at 4pm and email blast called The Beat	SACS surveys, LKES surveys, conference week input, PTA, Foundation, and School Council meeting minutes	Administration, all teachers, parent led entities	Call out system, email		IP

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Establish a culture where parent involvement is a regular, two-way and meaningful communication about student learning and other school activities, including: assisting in their child's learning; being actively involved in their child's education at school; serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities	Parent surveys, PTA/Foundation/ School Council participation	Administration, all teachers, parent organizations: PTA, Foundation, School Council	N/A		IP
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Attend all CCSD job fairs, hire and retain highly qualified teachers through an organized interview process, provide mentor support to new staff members	Teacher retention data and staff surveys	Administration	N/A			IP

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. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Provide regularly scheduled team planning, ½ day planning sessions, Super Specials, PL opportunities, TKES commentary	Walkthroughs and Formative observations	Administration and all teachers	N/A	N/A	IP
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Provide quality feedback in the TKES platform and through conferencing; work with those staff members on a Remediation Plan	Formative Survey Data	Administration and all teachers	N/A	N/A	IP
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Nickajack

Trend	Nickajack			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	82.4%	78.2%		84.6%	74.0%	
On-track for Graduation	79.4%	82.4%	85.4%	90.7%	92.3%	92.7%
Career Ready	97.9%	97.6%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	13.2%	17.3%	20.1%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	78.5%	77.5%	74.0%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	49.2%	60.4%	53.3%	56.6%	57.5%	56.8%
CCRPI Score	67.3	79.4		75.7	77.3	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for the Lexile Levels in 5th Grade and CCRPI Score. Scores for these trends are expected from the Ga DOE in late 2016.

Descriptions of Key Trends

Lexiles 5th Grade

The percentage of 5th grade students with Lexile scores on the state assessment (EOG) above 850. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

On-track for Graduation

The percentage of 5th grade students passing at least four courses in the core content areas: ELA, math, science, social studies, or world languages.

Career Ready

The percentage of 5th grade students completing a career portfolio as reported in the student record data collection.

Advanced Academics

The percentage of students in grades 1 to 5 who are enrolled in a Target course.

Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

Iowa Reading 3rd Grade

The percentage of 3rd grade students scoring at 3.1 or higher on the reading portion of the Iowa assessments.

CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the Georgia Department of Education (GaDOE). The Cobb CCRPI score shown here is the weighted average of all Cobb elementary schools.