

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)					
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
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)	<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 and formative 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. N/A</p> <p>b. N/A</p> <p>c. Title 1 funds for C & I Days to pay for substitutes</p>	<p>a. IP</p> <p>b. IP</p> <p>c. IP</p> <p>d. IP</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.N/A</p> <p>b.N/A</p>		<p>a.IP</p> <p>b.IP</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 & I Days to pay for substitutes</p> <p>b.N/A</p>		<p>a.IP</p> <p>b.IP</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading 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 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>a.N/A</p> <p>b.N/A</p> <p>c.20 Day Funds (tutoring)</p> <p>d.N/A</p>	<p>a.IP</p> <p>b.IP</p> <p>c.IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra 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>a.MI provided by Cobb County</p> <p>IXL subscription</p>		<p>a.IP</p> <p>b.IP</p> <p>c.M</p>
<p>7. Increase number of students academically completing every grade.(S)</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>b.20 day funds</p>		<p>a.IP</p> <p>b.IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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>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 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 (S)</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.N/A 2.N/A 3.N/A</p>		<p>1.IP 2.IP 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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Invite parents to Title I Parent Academy held bi-monthly 2. Meet with School Counsel once a month 3. Meet with Sedalia Park Foundation board once a month 4. Distribute district wide surveys to parents annually</p>	<p>1. Parent sign-in sheets/agenda 2. School Counsel meeting minutes 3. Survey results</p>	<p>1. Title I Parent Liaison, Academic Coaches 2. Administrators, Committee Facilitators 3. Administration 4. Administration</p>	<p>1. Title I Parent Liaison and Academic Coaches 2. N/A 3. N/A 4. Surveys</p>	<p>1. Title I Parent Academies will be held bi-monthly. Sessions will help parents know how to help children/learning standards/how to become involved in school activities. 2. The Council will meet once per month to discuss topics of interest (SSP, CCRPI, data, neighborhood involvement, etc). 3. Surveys will be distributed to all parents per the district plan.</p>	<p>1. IP 2. IP 3. IP 4. IP</p>

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	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 will be held throughout the year to showcase what the students are learning and to make a home to school connection. 2. Title I Parent Academies will be held bi-monthly. Sessions will help parents know how to help children/learning standards/how to become involved in school activities.	1. IP 2. IP
Other: (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.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
	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 Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)						
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	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. N/A	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. (IE²)</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. (IE²) (S)</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.Academic Coaches/SLI/AP</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 will receive support from Academic Coaches, Administrators, and assigned grade level teachers.</p> <p>3.All teachers will receive support from Academic Coaches and Administrators.</p>	<p>1.M</p> <p>2.IP</p> <p>3.IP</p>

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</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. Teams will meet once per week to discuss standards/plans.</p> <p>2. Teams will meet each 9 weeks to collaborate with Academic Coaches on standards/plans/assessments, etc.</p> <p>3. Teams will meet each 9 weeks to collaborate with Academic Coaches on standards/plans/assessments, etc.</p> <p>3. Teams will utilize CTLS and TTIS to help analyze student results.</p>	<p>M</p> <p>M</p> <p>IP</p> <p>IP</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</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 (IE²)</p>						
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Sedalia Park

Trend	Sedalia Park			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	91.5%	75.0%		84.6%	74.0%	
On-track for Graduation	64.8%	80.3%	79.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.1%	99.2%	93.6%	96.9%	98.0%
Advanced Academics	9.9%	10.0%	11.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	80.2%	88.3%	76.6%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	56.5%	53.7%	44.1%	56.6%	57.5%	56.8%
CCRPI Score	78.3	74.3		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.