

Strategic Plan: Varner Elementary

2016-17 Cobb County School District Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</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><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><i>2. 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 SMI, EOG, and FFAs in order to differentiate instruction for increased student achievement.</p>	<p>SMI EOG FFAS</p>	<p>Classroom teachers Data Team</p>	<p>Data profile sheet CTLS data training by TTIS</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>Use TTIS trainers to provide CTLS training for Data Team and staff in order to implement common mathematics unit assessments and “checkpoints” utilizing iRespond and CTLS data.</p>	<p>Data Profile Sheet FFAS CTLS Data Mathematics EOG SMI Common Math Unit Assessments Common Math Unit Checkpoints</p>	<p>Classroom teachers Data Team</p>	<p>Funds for Data Team and Staff training TTIS Trainer</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Use Math Department specialists to provide professional learning opportunities to differentiate math instruction.</p>	<p>Teacher walkthroughs Teacher observations Lesson Plans</p>	<p>Administration</p>	<p>Funds for grade level differentiation training Math Dept. Trainers</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Identify and provide in-school tutoring for students performing below grade level in reading. Ensure 70% of students are scoring proficient or advanced on end of year SRI assessment.</p>	<p>SRI DRA Reading EOG</p>	<p>Administration Classroom teachers</p>	<p>20 day funds During School Tutors</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>Provide students with 1st in Math, COACH, and Thinking Blocks computer programs to increase math proficiency. Implement differentiated Guided Math instruction in all classrooms.</p>	<p>SMI Mathematics EOG Math Common Unit Assessments Math Unit Checkpoints</p>	<p>Classroom teachers, Computer Lab teacher Data Team</p>	<p>PTA provided computer programs Differentiation Math training by Math Dept.</p>		
<p>7. 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 years.</p>	<p>RTI data</p>	<p>Counselors</p>	<p>RTI folders</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.

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<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implement after school tutoring for students in the areas of math and/or reading. Students were identified through EIP data, SRI/SMI, and EOG data.</p>	<p>SRI/SMI Checkpoints</p>	<p>SPOT Leadership Team</p>	<p>Data profile sheet COACH Online</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. Provide Extended Day tutoring after school. Provide Read 180 and System 44 for those students who qualify. 2. Provide Extended Day tutoring after school.</p>	<p>SRI, DRA, Running Records, Reading EOG COACH, 1st in Math, My Math Online, SMI, Math EOG</p>	<p>Admin. Classroom Teachers</p>	<p>20 day funds</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>	<p>Analyze data both horizontally and vertically for continual school improvement for all student groups.</p>	<p>SRI, SMI, EOG, DRA, Math Unit Checkpoints, Math Common Assessments, Touchstones</p>	<p>Data Team</p>	<p>Funds for Data Team training Funds for grade level collaboration</p>		
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Conduct and analyze AdvancED Parent and Student Survey.</p> <p>Communicate regularly with School Council in regards to potential STEM certification.</p> <p>Increase our Partners in Education.</p> <p>Communicate regularly with PTA regarding school functions, community involvement, budgeting, and supporting the curriculum through COACH Online.</p>	<p>AdvancED Survey</p> <p>Student, Teacher, Parent Survey</p>	<p>Admin.</p> <p>Computer Lab Teacher</p>	<p>Survey results</p>		

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 quality research-based professional learning in Model Drawing, PLCs/Data Teams, and Flexible Formative Assessments. Promote data teams and the use of formative assessments to differentiate instruction and provide feedback to students and parents.	Teacher Walkthroughs Teacher Observations SMI Math EOG Touchstones	Admin.	Math Dept. training TTIS		
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)	Monitor and reflect upon formative and summative performance. Develop a plan of action for improvement (as needed).	TKES Data LKES Data	Admin. Classroom teachers			
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Varner

Trend	Varner			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	81.9%	72.4%		84.6%	74.0%	
On-track for Graduation	98.4%	95.2%	98.4%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	13.2%	12.9%	11.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	79.5%	92.7%	83.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	55.2%	64.2%	52.5%	56.6%	57.5%	56.8%
CCRPI Score	81.1	75.9		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.