

# 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>						<p><b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met</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><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>Teachers were able to identify these students and differentiate instruction through PLCs.</p>	<p>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>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>PLC and Data Teams met monthly to set SMART goals and review progress. All teachers implemented the math prerequisite and post assessments and checkpoints.</p>	<p>IP</p>	

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></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>The math department conducted professional learning throughout the year.</p>	<p>IP</p>
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Identify and provide after school tutoring for students performing below grade level in reading.  Ensure 70% of students are scoring proficient or advanced on end of year RI assessment.</p>	<p>SRI  DRA  Reading EOG</p>	<p>Administration  Classroom teachers</p>	<p>20 day funds  During School Tutors</p>	<p>Below level students were identified and provided with Extended Day Tutoring.  65% of students scored proficient or advanced on the end of year RI.  The 2016 CCRPI percentage of students reading on/above grade level in 3<sup>rd</sup> grade was 55.5%, and 74.6% of 5th graders reading on/above grade level.</p>	<p>IP  IP  IP</p>
<p>6. <i>Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Provide students with 1<sup>st</sup> 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>Students were provided with all digital resources including Coach Online, 1<sup>st</sup> in Math, and Conceptua. All teachers differentiated math instruction by using data.  According to the 2016 CCRPI mathematics achievement scores, 70.7% of the students scored in the Developing Learner or above category.</p>	<p>IP  IP</p>
<p>7. <i>Increase number of students academically completing every grade.(S)</i></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>Carried over from 15-16 = 19 Active Tier 3 at the end of 16-17 = 26</p>	<p>IP</p>

<b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
--	--	--	--	--	--	--

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

<b>District Focus Priorities 2016-2019</b>  <b>Focus Priorities:</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> (Due September 1, 2016)						<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
	<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)		
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	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.	SRI/SMI Checkpoints	SPOT Leadership Team	Data profile sheet  COACH Online	Students were identified through EIP and SRI/SMI data.	IP	
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>		
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)	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.	SRI, DRA, Running Records, Reading EOG  COACH, 1 <sup>st</sup> in Math, My Math Online, SMI, Math EOG	Admin.  Classroom Teachers	20 day funds	Extended Day Tutoring was provided after school for identified students. They used the available digital resources for instruction.	IP	

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>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Analyze data both horizontally and vertically for continual school improvement for all student groups.	SRI, SMI, EOG, DRA, Math Unit Checkpoints, Math Common Assessments, Touchstones	Data Team	Funds for Data Team training  Funds for grade level collaboration	Data Teams along with Administration tracked data throughout the year to identify students needing RTi, retention, Viking Readiness EOG preparation, Summer Camp, as well as in class remediation.	IP

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

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
	<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)	<b>Focus Priority Status:</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)	<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></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>	<p>We are still awaiting the AdvancED Survey results.</p> <p>We met regularly with School Council, PTA, and Partners in Ed. We hope to move forward with STEM certification.</p> <p>We added Kiwanis @ Lost Mountain as a new partner.</p>	<p>IP</p> <p>IP</p> <p>IP</p>



Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	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	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 or acceleration. Feedback was also given to parents regularly.	IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Monitor and reflect upon formative and summative performance.  Develop a plan of action for improvement (as needed).	TKES Data  LKES Data	Admin.  Classroom teachers		Teachers were provided with formative walk through and observation data by standard throughout the year.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						