

## 2017-18 Oconee Elementary School Strategic Plan

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### Strategic Goal Area I: Teaching and Learning

Performance Objectives	Performance Measures		Initiative	Action Steps	Person Responsible	Start Date & End Date	Resources Needed
	Metrics & Measures	Targets					
<b>I. Prepare students for college and career success</b>	Graduation Rate: All students % graduating	OCS 2015: 92% 2016: 95% 2017: 96% 2018: TBD	College and Career success factors	Create OCS graduate profile, PBIS Training	Faculty and Staff	2014-2018	PBIS Materials. Professional Learning Funds
	Graduation Rate: Hispanic students % graduating	OCS 2015: 80% 2016: 88% 2017: 89% 2018: TBD		Create dropout prevention task force, EL Parent Meeting, PBIS	Faculty and Staff	2014-2018	PBIS Materials. Professional Learning Funds
	Graduation Rate: ED students % graduating	OCS 2015: 80% 2016: 82% 2017: 84% 2018: TBD		Provide academically appropriate and challenging learning environments that encourage critical thinking, PBIS	Faculty and Staff	2014-2018	Professional Learning Funds
	Graduation Rate: SWD (FY '13: 64.4) % graduating	OCS 2015: 66% 2016: 81% 2017: 82% 2018: TBD		Provide academically appropriate and challenging learning environments that encourage critical thinking, PBIS	Faculty and Staff, SPED Teachers, Collaborative Teachers	2014-2018	Professional Learning Funds

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<b>I. Prepare students for college and career success</b>	Graduation Rate Predictor: % of 5th grade students passing at least 5 courses in core content areas) and scoring at Meets or Exceeds on all state assessments	OCS 2015: 95% 2016: 96% 2017: 97% OCS 2015: 2016: 2017:		*Increase opportunities for student learning in math, science and technology * Continue participation in Stock Market Club, National History Day Competitions , Career projects, Science Fair for 5th graders, OCS Live Broadcasting, Books and Media (BAM), Georgia Math League and Science Olympiad Teams * Participate in grade level Response to Intervention (RTI) meetings during planning time using researched or evidenced based interventions targeted to meet student needs * Utilize grade level data team meetings to review student work samples/assessments and MAP data to determine instructional needs * Ensure rigor in Advanced Content classes Reading, ELA, SS, Math, Science	School Level Administration Teachers Parapros	2014-2018	PL funds Title II-A funds PTO funds, Lesson Plans, Collaborative Planning Time, PLCs
<b>II. Increase student achievement</b>	3rd Grade Writing Milestones Narrative Response: % scoring 3 or 4 points	OCS 2015: 10% 2016: 12% 2017: OCS 2015: 13% 2016: 32% 2017: 52% 2018: Goal of 55%	Data use to inform instruction	*Create action plans for data teams *Administer and utilize common assessments at the school level with district guidance * Use of constructed response writing across content areas * Establish and participate in a Writing Professional Learning Community focused on "Pathways" within Lucy Calkins * Usage of Mentor Text and Mentor Sentences	Faculty and Staff	2014-2018	District expectations PL funds

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<b>II. Increase student achievement</b>	4th Grade Writing Milestones Language and Conventions: % scoring 3 points	OCS 2015: 11% 2016: 28% 2017: 32% <b>OCES</b> <b>2015: 77%</b> <b>2016: 18%</b> <b>2017: 35.7%</b> <b>2018: Goal od 40%</b>	Data use to inform instruction	*Create action plans for data teams *Administer and utilize common assessments at the school level with district guidance * Use of constructed response writing across content areas * Establish and participate in a Writing Professional Learning Community focused on "Pathways" within Lucy Calkins * Usage of Mentor Text and Mentor Sentences	Faculty and Staff	2014-2018	District expectations PL funds
	4th Grade Writing Milestones Narrative Response: % scoring 3 or 4 points	OCS 2015: 14% 2016: 15% 2017: <b>OCES</b> <b>2015: 12%</b> <b>2016: 39.3%</b> <b>2017: 32.1%</b> <b>2018: Goal of 35%</b>	Data use to inform instruction	*Create action plans for data teams *Administer and utilize common assessments at the school level with district guidance * Use of constructed response writing across content areas * Establish and participate in a Writing Professional Learning Community focused on "Pathways" within Lucy Calkins * Usage of Mentor Text and Mentor Sentences *Use MAP data to accelerate learning	Faculty and Staff	2014-2018	District expectations PL funds

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<b>II. Increase student achievement</b>	5th Grade Writing Milestones Narrative Response: % scoring 3 or 4 points	OCS 2015: 27% 2016: 28% 2017: <b>OCES</b> <b>2015: 26%</b> <b>2016: 16.4%</b> <b>2017: 13.3%</b> <b>2018: Goal of 20%</b>	Data use to inform instruction	*Create action plans for data teams *Administer and utilize common assessments at the school level with district guidance * Use of constructed response writing across content areas * Establish and participate in a Writing Professional Learning Community focused on "Pathways" within Lucy Calkins * Usage of Mentor Text and Mentor Sentences *Use MAP data to accelerate learning	Faculty and Staff	2014-2018	District expectations PL funds
	Lexile: At least 82% of 3rd grade students achieving CCRPI recommended level (650)	OCS 2014: 2015: 85% 2016: 87% 2017: 89% <b>OCES</b> <b>2014: 90.5%</b> <b>2015: 80.6%</b> <b>2016: 81%</b> <b>2017: 78.5%</b> <b>2018: TBD</b>	Data use to inform instruction	*Continue implementation of data teams * Continue implementing Chief Time both am and pm * Utilize instructional software (AR and Study Island) to enhance instruction and student learning * Establish and participate in a Reading Professional Learning Community on Daily 5 * Integrate and utilize the Leveled Reading Room * Training on Fountas and Pinnell	School Level Administration Teachers Parapros Data Teams	2014-2018	PL funds Title II-A funds PTO funds Planning Time Substitutes

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<b>II. Increase student achievement</b>	Lexile: At least 82% of 4th grade students achieving CCRPI recommended level (750)	<b>OCES</b> <b>2014: 94%</b> <b>2015: 87.3%</b> <b>2016: 71%</b> <b>2017: 80.7%</b> <b>2018: TBD</b>	Data use to inform instruction	*Continue implementation of data teams * Continue implementing Chief Time both am and pm * Utilize instructional software (AR and Study Island) to enhance instruction and student learning * Establish and participate in a Reading Professional Learning Community on Daily 5 * Integrate and utilize the Leveled Reading Room * Training on Fountas and Pinnell	School Level Administration Teachers Paraprofessionals Data Teams	2014-2018	PL funds Title II-A funds PTO funds Planning Time Substitutes
	Lexile: At least 89% of 5th grade students achieving CCRPI recommended level (850)	OCS 2014: 2015: 86% 2016: 89% 2017: 91% <b>OCES</b> <b>2014: 86.9%</b> <b>2015: 93.8%</b> <b>2016: 87.5%</b> <b>2017: 87.5%</b> <b>2018: TBD</b>	Data use to inform instruction	*Continue implementation of data teams * Continue implementing Chief Time both am and pm * Utilize instructional software (AR and Study Island) to enhance instruction and student learning * Establish and participate in a Reading Professional Learning Community on Daily 5 * Integrate and utilize the Leveled Reading Room * Training on Fountas and Pinnell * Use of interactive journals * Utilization of Story Works	School Level Administration Teachers Paraprofessionals Data Teams	2014-2018	PL funds Title II-A funds PTO funds Planning Time Substitutes

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<b>II. Increase student achievement</b>	3rd Grade ELA Milestones: Increase the number of Proficient/Distinguished Level Learners	OCS 2015: 62% 2016: 66% 2017: TBD <b>OCES</b> <b>2015: 65%</b> <b>2016: 69%</b> <b>2017: 72.9%</b> <b>2018: Goal of 75%</b>	Data use to inform instruction	*Create action plans for data teams *Administer and utilize common assessments at the school level with district guidance * Use of constructed response writing across content areas * Establish and participate in a Writing Professional Learning Community focused on "Pathways" within Lucy Calkins * Usage of Mentor Text and Mentor Sentences *Use MAP data to accelerate learning	Faculty and Staff	2014-2018	District expectations PL funds
	4th Grade Math Milestones: Increase the number of Proficient/Distinguished Level Learners	OCS 2015: 65% 2016: 72% 2017: TBD <b>OCES</b> <b>2015: 76%</b> <b>2016: 69%</b> <b>2017: 79.3%</b> <b>2018: Goal of 81%</b>	Data use to inform instruction	* Continue implementing Chief Time both am and pm * Utilize instructional software (ACC Math and Study Island) to enhance instruction and student learning * Utilize grade level data team meetings to review student work samples/assessments and MAP data to determine instructional needs * Continue setting goals with students related to GSE achievement and Measures of Academic Progress (MAP) performance * Determine flexible groups based on current MAP scores for Extension and differentiated instruction to meet student needs * Participate in GA Math League * Effective use of the Learning Continuum in MAP	School Administration OCES Leadership Team Classroom Teachers Parapros	2015-2018	

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<b>II. Increase student achievement</b>	5th Grade ELA Milestones: Increase the number of Proficient/Distinguished Level Learners	OCS 2015: 64% 2016: 68% 2017: TBD <b>OCES</b> 2015: 65% 2016: 73% 2017: 58.6% 2018: Goal of 60%	Data use to inform instruction	*Create action plans for data teams *Administer and utilize common assessments at the school level with district guidance * Use of constructed response writing across content areas * Establish and participate in a Writing Professional Learning Community focused on "Pathways" within Lucy Calkins * Usage of Mentor Text and Mentor Sentences *Use MAP data to accelerate learning	Faculty and Staff	2014-2018	District expectations PL funds

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<b>II. Increase student achievement</b>	5th Grade Math Milestones: Increase the number of Proficient/Distinguished Level Learners	OCS 2015: 64% 2016: 68% 2017: TBD <b>OCES</b> 2015: 67% 2016: 57% 2017: 57% 2018: Goal of 60%	Data use to inform instruction	*Utilize a variety of diagnostic, formative and summative assessment strategies to determine student needs and progress * Continue implementing Chief Time both am and pm * Utilize instructional software (ACC Math, IXL and Study Island) to enhance instruction and student learning * Utilize grade level data team meetings to review student work samples/assessments and MAP data to determine instructional needs * Continue setting goals with students related to GSE achievement and Measures of Academic Progress (MAP) performance * Determine flexible groups based on current MAP scores for Extension and differentiated instruction to meet student needs * <b>1 to 1 technology pilot program</b> * <b>Participate in GA Math League</b> * <b>Implementation of Flipped Math classes in 5th grade</b> * <b>Effective use of the Learning Continuum in MAP</b>	School Administration OCES Leadership Team Classroom Teachers Parapros	2015-2018	PL Funds



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<b>II. Increase student achievement</b>	ESOL Program: % of Elementary English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	OCS 2014: 2015: 78% 2016: 80% 2017: 82% <b>OCES</b> <b>2014: 90.9%</b> <b>2015: 79%</b> <b>2016: 39%</b> <b>2017: Baseline data because of new bands</b> <b>2018: Goal TBD</b>		*Utilize grading practices that report mastery of standards * Create through the master schedule multiple opportunities for students to receive additional instructional support to meet their language needs * Implement Chief Time for ESOL students with the ESOL teacher focusing on language needs *Give the test "The Model" in October and December to monitor EL student learning and make appropriate, timely interventions	Administration ESOL teacher	2014-2018	TKES, Professional learning, Data teams, Common assessments Master schedule PL funds

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<b>II. Increase student achievement</b>	3rd - 5th Grade Math MAP: 75% or higher of students meeting growth projection (Spring 2017 Math data for 2nd - 4th 71.7%)	<b>OCES</b> <b>2014: 87.6%</b> <b>2015: 81.8%</b> <b>2016: 44.9%</b> <b>Change of norms 2011 would have been 71.6%</b> <b>2017:66.8%</b> <b>2018: TBD</b>		<ul style="list-style-type: none"> <li>*Utilize a variety of diagnostic, formative and summative assessment strategies to determine student needs and progress</li> <li>* Continue implementing Chief Time both am and pm</li> <li>* Utilize instructional software (ACC Math, IXL and Study Island) to enhance instruction and student learning</li> <li>* Utilize grade level data team meetings to review student work samples/assessments and MAP data to determine instructional needs</li> <li>* Continue setting goals with students related to GSE achievement and Measures of Academic Progress (MAP) performance</li> <li>* Determine flexible groups based on current MAP scores for Extension and differentiated instruction to meet student needs</li> <li>* <b>1 to 1 technology pilot program</b></li> <li>* <b>Participate in GA Math League</b></li> <li>* <b>Implementation of Flipped Math classes in 5th grade</b></li> <li>* <b>Effective use of the Learning Continuum in MAP</b></li> </ul>	School Administration OCES Leadership Team Classroom Teachers Parapros	2014-2018	TKES, Professional learning, Common assessments, MAP, Statewide Longitudinal Data System, PL funds PTO funds

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<b>II. Increase student achievement</b>	3rd Grade Math MAP: 80% or higher of students meeting growth projection (Spring 2017 Math data for 2nd 78.6%)	OCS 2015: 79% 2016: 80% 2017: 81% <b>OCES</b> <b>2014: 89.4%</b> <b>2015: 87.7%</b> <b>2016: 73.4%</b> <b>Change of norms 2011 would have been 89%</b> <b>2017: 85.1%</b> <b>2018: TBD</b>		*Utilize a variety of diagnostic, formative and summative assessment strategies to determine student needs and progress * Continue implementing Chief Time both am and pm * Utilize instructional software (ACC Math, IXL and Study Island) to enhance instruction and student learning * Utilize grade level data team meetings to review student work samples/assessments and MAP data to determine instructional needs * Continue setting goals with students related to GSE achievement and Measures of Academic Progress (MAP) performance * Determine flexible groups based on current MAP scores for Extension and differentiated instruction to meet student needs <b>* 1 to 1 technology pilot program</b> <b>* Participate in GA Math League</b> <b>* Implementation of Flipped Math classes in 5th grade</b> <b>* Effective use of the Learning Continuum in MAP</b>	School Administration OCES Leadership Team Classroom Teachers Parapros	2014-2018	TKES, Professional learning, Common assessments, MAP, Statewide Longitudinal Data System, PL funds PTO funds

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<b>II. Increase student achievement</b>	3rd - 5th Grade Reading MAP: 72% or more of students meeting growth projection (Spring 2017 Reading MAP data for 2nd - 4th 69%)	<b>OCES</b> 2014: 75.8% 2015: 64.3% 2016: 56% <b>Change of norms 2011 would have been 68.6%</b> 2017: 38.09% 2018: TBD		*Continue implementation of data teams * Continue implementing Chief Time both am and pm * Utilize instructional software (AR and Study Island) to enhance instruction and student learning * Establish and participate in a Reading Professional Learning Community on Daily 5 * Integrate and utilize the Leveled Reading Room * Training on Fountas and Pinnell * Use of interactive journals * Utilization of Story Works	School Level Administration Teachers Paraprofessionals Data Teams	2014-2018	PL funds Title II-A funds PTO funds Planning Time Substitutes
	4th Grade Reading MAP: 80% of students meeting growth projection (Spring 2017 Reading data for 3rd 78%)	OCS 2015: 69.3% 2016: 71% 2017: 74% <b>OCES</b> 2014: 77.2% 2015: 61.7% 2016: 42.5% <b>Change of norms 2011 would have been 55%</b> 2017: 63% 2018: TBD		*Continue implementation of data teams * Continue implementing Chief Time both am and pm * Utilize instructional software (AR and Study Island) to enhance instruction and student learning * Establish and participate in a Reading Professional Learning Community on Daily 5 * Integrate and utilize the Leveled Reading Room * Training on Fountas and Pinnell * Use of interactive journals * Utilization of Story Works	School Level Administration Teachers Paraprofessionals Data Teams	2014-2018	PL funds Title II-A funds PTO funds Planning Time Substitutes

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<b>II. Increase student achievement</b>	5th Grade Reading MAP: 65% or higher of students meeting growth projection (Spring 2017 Reading data for 4th 63%)	OCS 2015: 72.3% 2016: 74% 2017: 77% <b>OCES</b> <b>2014: 74.5%</b> <b>2015: 51.6%</b> <b>2016: 56.1%</b> <b>Change of norms 2011 would have been 70%</b> <b>2017: 65%</b> <b>2018: TBD</b>		*Continue implementation of data teams * Continue implementing Chief Time both am and pm * Utilize instructional software (AR and Study Island) to enhance instruction and student learning * Establish and participate in a Reading Professional Learning Community on Daily 5 * Integrate and utilize the Leveled Reading Room * Training on Fountas and Pinnell * Use of interactive journals * Utilization of Story Works	School Level Administration Teachers Paraprofessionals Data Teams	2014-2018	PL funds Title II-A funds PTO funds Planning Time Substitutes
<b>III. Provide high quality professional learning, monitoring and support</b>	Number of gifted endorsed teachers	OCS 2015: 172 2016: 182 2017: 192 <b>OCES</b> <b>2014: 10</b> <b>2015: 12</b> <b>2016: 15</b> <b>2017: 17 2018: 17</b>	Job embedded professional learning	Provide professional learning for teachers on the following areas, as needed: ● TKES/SLOs ● Differentiated Instruction ● Data teams ● Instructional Technology ● Gifted endorsement ● ESOL endorsement ● Reading endorsement	Chief Academic Officer	2014-2018	PL funds
	Number of ESOL Endorsed Teachers	OCS 2015: 48 2016: 51 2017: 54 <b>OCES</b> <b>2014: 5</b> <b>2015: 7</b> <b>2016: 7</b> <b>2017: 3</b> <b>2018: TBD</b>	Job embedded professional learning	Provide professional learning for leaders on the following areas, as needed: ● LKES/SLOs ● Data teams	Chief Academic Officer	2014-2018	PL funds, Title II-A funds