



Chalker Elementary 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					<p style="text-align: center;"><i>Focus Priority Status:</i> IP = In Progre ss FO = Fully Operat ional</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Use data collection from the data team process (touchstones) and Fall, Winter, Spring data sheets to collaboratively analyze data and adjust math and reading instruction & provide differentiation to meet the individual needs of the learners.</p>	<p>CTLS ASSESS Common Assessments Pre/ Post Test DRA, RI,MI</p>	<p>Teachers Administration</p>	<p>None Teacher collaboration will take place during designated grade levels meetings and data team meetings.</p>		
<p>2. 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)</p>	<p>1. Assess student understanding through the implementation of CTLS Assess, formative assessments. Monitor this data during both grade level meetings and data team meetings adjusting instruction where needed to meet the needs of all learners. 2. Provide scheduled times for grade levels to meet and plan based on the data collected.</p>	<p>CTLS ASSESS Formative Assessments RI/ MI</p>	<p>Teachers Administration Denise Hazlett</p>	<p>None Teacher collaboration will take place during scheduled meetings.</p>		



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<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ol style="list-style-type: none"> 1. Begin our Cohort 4 CTLS Training with Denise Hazlett and Margaret Moss 2. Establish collaborative teams that meet consistently to discuss current data and student progress. 	<p>Teacher Feedback Touchstone Data Meeting Minutes</p> <p>Master Schedule with all meetings already slated for the school year.</p>	<p>District Personnel, Administration and Staff</p>			
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ol style="list-style-type: none"> 1. Track student progress by administering RI 3x yearly. 2. Provide additional support to students reading below grade level through the use of the System 44 /Read 180 Program. 3. Pull small groups of students during CME for additional support and acceleration. 	<p>Track improvement on RI scores from Fall, Winter, Spring</p> <p>Read 180 / System 44 data</p>	<p>Teachers Administration</p>	<p>Funds for materials for Read 180/ System 44 library.</p>		



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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ol style="list-style-type: none"> 1. Track student progress by administering MI 3x yearly to direct instruction 2. Use Number Talks, First in Math and math journals to increase our student's skills in computation and problem solving. 3. Pull small groups of students during CME for additional support and acceleration. 	<p>Track improvement on MI scores from Fall, Winter and Spring</p> <p>Usage in First in Math Lesson plans and teacher observation</p> <p>Track students data progress on the pre/ post touchstone assessments.</p>	<p>Teachers Administration</p>	<p>None</p>		
<p>6. Increase number of students academically completing every grade. (S)</p>	<ol style="list-style-type: none"> 1. Identify the students at risk of failing and use CME time to provide small group instruction. 2. Counselors, Parents and teachers will work together through the RTI process to meet the child's individual needs. 	<p>Common Assessment pre/post data</p> <p>RTI Data maintained in the portal.</p>	<p>Teachers Administration Counselors Parents</p>	<p>None</p>		
<p>7. Other: (Priorities specific to school.)</p>	<ol style="list-style-type: none"> 1. Strengthen our PBIS expectations / implementation (year 3) in order increase achievement and improve behavior outcomes for students. 	<p>Discipline data Surveys of the program</p>	<p>All Staff</p>	<p>Money for program materials and incentives \$500.</p>		

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

<p>District Focus Priorities 2016-2019</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>
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Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	Provide Chalker students' access to a STEM Lab where they can investigate, create and problem solve.	Summative Data GA Milestones	Chalker Foundation Board & Stem Lab Teacher	Money for future salary for teacher through the Chalker Foundation		
Provide targeted resources for students: 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S)	1. Identify students performing below grade level and provide them with accelerated instruction, EIP support, special education services and ESOL learning strategies. 2. Implement System 44 and Read 180 to support students, in reading, in 3 rd , 4 th and 5 th grade	Formative Assessments such as RI / MI data for targeted students System 44 / Read 180 data	Teachers	none		
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)	1. Identify students who qualify for AC classes, using the district AC rubric. Provide AC Math in 4 th grade and AC ELA in 5 th .	Number of students that qualify. RI / MI data on these students.	Target teachers AC teachers Administration			
Other: (Priorities specific to school.)						

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



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

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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Increase teacher knowledge of common formative assessments and student progress monitoring through training on CTLS Assess.	Meeting Dates and Notes	Denise Hazlett			
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Staff will reflect and self-assess using their past TKES /LKES evaluation and determine their PL needs. They will set goals and work with their colleagues and district personnel to achieve their PL goals.	TKES timeline TKES platform documents	Staff			
Other: (Specific to school.)						