



Mableton 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;">Mableton Elementary School 2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></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 from last year's plan: <u>(Due September 1)</u></p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> • Utilize the collaborative data team process in all grade levels to identify areas of strength/weakness in reading and math and to plan for differentiated instruction. • Utilize CTLS and the use of collaboratively designed formative assessments to guide instruction in reading and math. • Utilize Student Portfolios to document progress in math and reading • Apply additional small group reading and math instruction for the lowest performing students k-5. 	<p>CTLS Data Weekly PLC/Data Collaboration Notes TKES</p> <p>CTLS Assessment Data Lesson Plans Grades/Report Cards</p> <p>RI/MI Student Goal Setting Sheets Student work Samples</p> <p>RI/MI DRA Scores GLOSS Data Profile Spreadsheets Milestones CTLS EIP Checklist</p>	<p>MES Teachers Academic Coaches MES Admin</p>	<p>None</p>	<p>Data Teams completed the process between 6-8 times per year. Students' progress on Math Touchstones was as follows: K-grew by 10% 1st-grew by 50% 2nd- grew by 36% 3rd grew by 23% 4th- grew by 38% 5th-grew by 35%</p> <p>DRA GROWTH K: 41%OGL 1: 59% OGL 2: 51% OGL 3: 49%OGL 4: 52% OGL 5: 61%OGL</p>	<p></p>



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<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>	<ul style="list-style-type: none"> Utilize CTLS for reading and math. 5th grade will also use CTLS for social studies and science. Develop and/or revise collaboratively designed common formal assessments in all content areas for instructional adjustments. Meet weekly in collaborative teams to plan and adjust instruction based on student assessment results. 	<p>CTLS Data Weekly PLC/Data Team Collaboration Agenda Notes Differentiated plans RI/MI Milestones</p> <p>Lesson Plans Grade Book/Report Cards Weekly collaboration notes Data Profile spread sheets</p>	<p>MES Teachers Academic Coaches Admin</p>	<p>NONE</p>	<p>1st-5th collaborative teams implemented CTLS for math and reading. Year one training provided throughout the year by TTIS. Teams met weekly to discuss strategies and data.</p>	
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ul style="list-style-type: none"> Meet weekly in grade level PLCs to collaboratively plan and design instruction and assessments. Conduct monthly vertical collaborative meetings to analyze school wide data in content areas. Utilize Teacher Training and mentoring program to support beginning teachers Meet quarterly in collaborative teams to plan and analyze data 	<p>SFPL Plan</p> <p>Wednesday Coaches' Sessions</p> <p>Meeting agendas and notes</p> <p>New Jaguars Training Agendas</p> <p>Mentor observation notes</p> <p>Grade level plans</p>	<p>MES Teachers Academic Coaches Administrators</p>	<p>SFSD Budget Title I Plan/Budget</p>	<p>Teams met weekly with AC's for PL. New teacher class held monthly and included mentors.</p> <p>4 quarterly grade level collaborative planning days</p>	



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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> • Use mentor and exemplar texts during reading instruction. • Utilize a balanced literacy workshop framework K-5 • Utilize in-school and after-school tutors to provide additional phonics and reading instruction • Implement daily focus time for student choice silent reading and teacher read-aloud. 	RI DRA Grade Book/Report Cards Lesson Plans Running Records CTLS Data TKES Milestones	MES Teachers Academic Coaches Tutors Innovation Specialist	20 Day Plan/Budget Title 1 Plan/Budget	Results of ELA EOG Levels 2-4 are as follows: 3 rd : 36% 4 th : 54% 5 th : 45%	
<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>	<ul style="list-style-type: none"> • Utilize math workshop model K-5 • Apply additional small group math instruction focusing on vocabulary strategies and skills for the lowest performing students k-5. • Utilize STEAM Math Lab teacher to enrich and extend math instruction • Utilizing the STEAM Lab teacher to enrich and extend math instruction • Utilize Innovation Specialist to model, co-teach, and enrich math instruction • Use online programs to develop math fluency • Utilize the Sports Science curriculum 	MI GLOSS Grade Book/Report Cards Milestones CTLS Common Assessments TKES	MES Teachers Academic Coaches STEAM Math Lab Teacher Tutors	20 Day Plan/Budget Title I Plan/Budget	Results of Math EOG Levels 2-4 are as follows: 3 rd : 42% 4 th : 53% 5 th : 33%	
<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • Provide tutoring for students below grade level 3 days per week • Implement new RTI process and additional year conferences and notifications 	RI MI DRA RTI Data	MES Teachers Tutors Counselors	20 Day Plan/Budget	3 students retained in grades k-2. No students retained 3-5.	



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<p>7. Other: STEAM Integration (Priorities specific to school.)</p>	<ul style="list-style-type: none"> Incorporate STEAM protocols/project based learning throughout the curriculum Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist (maker's space and green room) Expansion of the Dual Language Immersion program in Kindergarten and 1st grade. 	Lesson Plans Weekly PLC Data Collaboration Notes TKES Weekly PLC/Data Teams Collaboration Notes Unit Plans Milestones DLI Enrollment	MES Teachers Academic Coaches STEAM Math Lab Teacher STEAM Science Teacher Innovation Specialist DLI Teachers	STEM Donation	MES earned CCSD STEM certification and GADOE STEAM certification
<p>8. Dual Language Immersion</p>					

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

<p style="text-align: center;"><i>District Focus Priorities</i> 2016-2019</p> <p style="text-align: center;">Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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>					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational
Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)						



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • Implement CCSD Early Literacy Initiative program for K students. • Implement Reading Adoption Curriculum grades K-4. • Utilize Read 180 and System 44 for as many students as possible. • Tutor students below grade level in reading and math. • Utilizing counselors, academic coaches and specialists to provide small group reading for students not meeting grade level targets. • Utilize RTI, guided small group instruction, and special ed supports to determine level of readiness and appropriate learning environment. 	<p>Phonics and Skills Assess. GKIDS Report Cards</p> <p>Grade level data Lexiles DRA RI</p> <p>RI/MI DRA Milestones CTLS Data</p> <p>RTI Notes</p>	<p>Teachers Tutors Academic Coaches Counselors</p>	<p>20 Day Plan Budget</p>	<p>RI Proficient and Advanced Levels K: 100% 1st: 33% 2nd: 37% 3rd: 44% 4th: 38% 5th: 39%</p> <p>50 students in grades 3-5 were served daily on System 44 and Read 180</p> <p>See above EOG and DRA Results</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>	<ul style="list-style-type: none"> • Enhance the 4th grade Advanced Content Class • Implement a 5th grade Advanced Content Class • Conduct Talent Development Classes for high achieving students via the Gifted Teacher • Conduct Target days for gifted students one day a week via the Gifted Teacher • Provide after school tutoring for below-level students in reading and math 	<p>Grade Level Data Lexiles RI MI Report Cards Milestones CTLS Data</p>	<p>Teachers Gifted Teacher Tutor</p>	<p>20 Day Plan Budget</p>		



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<p>Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> Enhance Social Emotional Learning Program, Responsive Schools, and Growth Mindset Conduct daily morning meetings k-5 Implement School Wide Behavior System Recognize students for Character Education 	<p>Discipline Data</p> <p>Lesson Plans</p> <p>Jaguar of the Month</p> <p>Student Survey</p>	<p>Discipline Vertical PLC</p> <p>MES Teachers</p> <p>Counselors</p> <p>MES Admin</p>	<p>Cell Tower Funds</p> <p>District Resources</p>	<p>Teachers consistently implemented morning meetings.</p>	
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<ul style="list-style-type: none"> Advertise to increase parent participation on AdvanceED surveys in newsletters, call outs, and website. Increase parent involvement in PTA by promoting events that provide monthly opportunities for families to learn and play together. Increase number of parents on School Council and PTA Board 	<p>AdvancED Survey</p> <p>PTA Board Minutes</p> <p>PTA Events</p> <p>SC Meeting Minutes</p>	<p>Parents</p> <p>MES Teachers</p> <p>Students</p>	<p>Reminders to increase participation through call-outs, memos, and email blasts.</p>	<p>Parent Participation increased on PTA, surveys, and number of parents on school council</p>	



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)					
Other: (Priorities specific to school.)					

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

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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> • Schedule and hold weekly professional learning to address standards, research based best practices, and school initiatives. • Conduct new teacher class to support novice teachers and follow up sessions for 2nd year teachers. • Incorporate quarterly collaborative planning days with support personnel • Highlight best practices and outstanding teacher actions at staff meetings. • Provide opportunities for teachers to attend professional learning activities outside of the district. 	<p>Meeting agendas and minutes</p> <p>Vertical team agendas and minutes</p> <p>Mentor Mtgs TKES</p> <p>Lesson Plans Unit Plans TKES</p> <p>Staff Mtg Agendas</p> <p>TKES</p>	<p>Admin</p> <p>MES Teachers</p> <p>Academic Coaches</p>		<p>All Key Actions Implemented</p>	
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<ul style="list-style-type: none"> • Observe lessons and provide feedback • Conduct conferences 	<p>Walk throughs Formative Observations</p>	<p>Admin MES Teachers Academic Coaches</p>		<p>Admin completed 100% of all TKES and LKES</p>	
<p>Other: (Specific to school.)</p>						