



Acworth 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>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: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ol style="list-style-type: none"> Schedule Quarterly collaborative planning with focus on Reading, Math and Writing Assessment data Schedule weekly collaborative planning and data collaboration days 	<p>TKES walkthroughs / monitor lesson plans for differentiation of instruction</p> <p>Benchmark Assessments</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>Title I</p> <p>N/A</p>		
<p>2. <i>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>	<ol style="list-style-type: none"> Utilize the Flexible Formative Assessment System (CTLS) for Reading, and Math Administer quarterly Reading Inventory (District Universal Screener) Assessments Utilize Units of Study Quarterly genre specific assessments 	<p>Assessment data in CTLS</p> <p>Quarterly Pre/Post Assessments</p> <p>Quarterly genre Pre/Post Assessments</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>N/A</p> <p>N/A</p> <p>N/A</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. Implement weekly Professional Learning Communities focused on reading and writing 2. Provide Science training to align with STEM initiative (Embedding technology/ Coding into curriculum) 	<p>TKES Walkthroughs</p> <p>Cobb STEM Certification rubric</p>	<p>Administrators/Contracted service</p> <p>Administration/Contracted service</p>	<p>Title I</p> <p>Title I</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. Implement the Lucy Calkins Units of Study Reading Program for 2-5 2. Implement System 44/ Read 180 for students with reading deficiencies in grades 3-5. 	<p>Quarterly SRI Assessment data</p> <p>Quarterly SRI Assessment data</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>N/A</p> <p>Title I</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. Provide additional instruction focused on grade level areas of deficiency through the addition of a Math Lab. 2. Provide Additional Tutoring for students on Level 1 3. Utilize District Math universal screener to assess student performance levels and design differentiated lessons to address areas of weakness. 	<p>Quarterly Math Screener results</p> <p>Tutor data sheets PRE/POST assessments</p> <p>Math Screener results Lesson plans</p>	<p>Administrators</p> <p>Teachers</p> <p>Administration Teachers</p>	<p>N/A</p> <p>20 Day</p> <p>N/A</p>		
<p>6. Increase number of students academically completing every grade. (S)</p>	<ol style="list-style-type: none"> 1. Utilize the Response to Intervention (RTI) process and schedule progress monitoring with fidelity. 	<p>RTI Data RTI progress monitoring schedules/ log sheets</p>	<p>Teachers Administrators</p>	<p>N/A</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Implement technology integration that is purposeful and intentional; leading to student application of the standards</p>	<p>TKES Walkthroughs Lesson Plans Assessments</p>	<p>Teachers Administrators</p>	<p>Title I</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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Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	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)	Focus Priority Status: 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)	<ol style="list-style-type: none"> Implementation of STEM lessons into the content area 2-5. Provide Science training to align with STEM initiative (Embedding technology/coding into curriculum) 	<p>Lesson Plans Walkthroughs</p> <p>Lesson Plans Walkthroughs</p>	<p>Teachers Administrators</p> <p>Administrators Contracted services</p>	<p>N/A</p> <p>Title I</p>		
Provide targeted resources for students: <ol style="list-style-type: none"> Not reading on grade level (Lexile) Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) Not on-track for graduation (S) 	<ol style="list-style-type: none"> Implement System 44/ Read 180 Implement I-Ready Math Utilize RTI and SPED strategies/interventions for those below grade level 	<p>Usage reports from System 44, /Track student progress through Data team meetings</p> <p>RTI data and CSIS and SPED data in GoalView</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>County Funded</p> <p>N/A</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>-Providing differentiated to extend and allow for students to learn at their own pace</p> <p>-Utilize Gifted teacher to increase opportunities for advanced students in regards to student learning and achievement</p>	<p>TKES Walkthroughs</p> <p>-Teacher schedule</p>	<p>Teachers, Academic Coach, Admin. Team</p>	<p>None</p>		



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Other: (Priorities specific to school.)						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Priorities 2016-2019</i>	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	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)	Focus Priority Status: IP = In Progress FO = Fully Operational



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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<ol style="list-style-type: none"> 1. Schedule Monthly Parent involvement workshops addressing Academic standards and STEM 2. Seek School Council support with Adopt a Classroom initiative. 3. Analyze Climate Survey results to identify areas in need of improvement: (TBD) 	<p>Parent sign in sheets at all events to track participation of school events and morning classes</p> <p>Goal (TBD)</p> <p>Climate Survey results (TBD)</p>	<p>Community Partners, Leadership, Teachers, Parent Liaison</p> <p>Teachers Parents Stakeholders Administration</p> <p>Administration</p>	<p>Title I</p> <p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<ol style="list-style-type: none"> 1. Schedule Monthly Parent involvement workshops addressing Academic standards and STEM 2. Implement 'Save it forward' food program for families. 3. Implement a Weekend Backpack Food program for students 	<p>Parent sign in sheets at all events to track participation of school events and morning classes</p> <p>Survey Results</p> <p>Survey Results</p>	<p>Community Partners, Leadership, Teachers, Parent Liaison</p> <p>Administration</p> <p>Administration</p>	<p>Title I</p>		
<p>Other: (Priorities specific to school.)</p>						



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

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	<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 style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>1. Provide weekly professional learning opportunities to meet the needs of all teachers based on Administrative walk-throughs and TKES Self-Assessments and goals</p>	<p>TKES walkthrough data TKES Teacher Self-Assessment/Goals</p>	<p>Administrators</p>	<p>Title I</p>		



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE ²)	1. Align professional development according to TKES and LKES data	TKES Walk-throughs and TKES Teacher Self-Assessment	Administrators	Title I		
Other: (Specific to school.)						