



Addison Elementary School 2017-18 Cobb 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><u>Focus Priorities:</u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p>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>



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<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ol style="list-style-type: none"> 1. Examine student progress by examining data weekly 2. Utilize CTLs for formative assessments 3. Utilize formative assessments results to create flexible groups 4. Collect data on Lexile levels using MI and RI. 	<ol style="list-style-type: none"> 1. Common formative and summative assessments 2. pretest results and common assessments to check for growth 	<ol style="list-style-type: none"> 1. Grade level teachers 2. Grade level teachers 3. Grade level teachers 4. Student data notebooks 	<p>CTLs and I respond remotes</p>	<p>Last year we held our data team meetings once a month and looked at pre-test and post test data on math standards that were deemed important in each grade level. The discussions included teaching strategies, obstacles to student learning and also student strengths, and the sharing of strategies that have worked when teaching the standard. Next the teachers would work on a common assessment for the pretest and/or posttest. Finally we could come together and look at the post data, and the teachers would make a plan of action to support the students that needed re-teaching. Flexible groups were already being used based on formative assessments and were used to reteach as well. The teachers kept data sheets that they could use to compare Fall, Winter and Spring growth, and look for students who were not growing like they should have been and</p>	<p>IP</p>
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					also keep an eye on those students who were exceeding in the math areas	
<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. Work together in PLC's to create flexible formative assessments 2. Monitor progress using i-respond units and CTLS and adjust instruction. 3. Show progress in the amount CTLS is utilized to check formative assessment data.</p>	<p>1. Weekly data checks by PLC's.</p>	<p>1. Teachers in all grade levels. Kindergarten will examine data without CTLS to start.</p>	<p>CTLS and i-respond remotes</p>	<p>This is definitely a work in progress. Our teachers learned about CTLS and FFAS as well last year and grew tremendously in the use of i-respond to help them keep track of student progress. It is hoped that this year our teachers will be able to use their common formative assessments alongside the FFAS system to be able to compare and study data right after giving the test using i-respond.</p>	<p>IP</p>
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>1. Teachers will be placed in PLC's by grade and content. 2. Singletons will be given opportunities to meet with other singletons</p>	<p>1. Weekly meetings in PLC's and minutes from those meetings 2. Meetings several times during the school year and minutes from those meetings.</p>	<p>1. Susan Hallmark And Brad Cohen and Cara Tucker</p>	<p>1. Time to meet must be given.</p>	<p>This year was a learning and growing year for Addison teachers. Our professional learning was done in team and whole group meetings as well as in the classroom. We hope to keep growing in the use of these affective tools</p>	<p>IP</p>



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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ol style="list-style-type: none"> 1. Increase the % of 1st graders reading on Grade level from %70. 2. Increase % of 2nd. Graders reading on grade level from 78%. 3. Increase % of 3rd graders reading on Grade level from 83%. 4. Increase % of 4th graders reading on grade level from 88%. 5. Increase % of 5th graders reading on grade level from 92%. 	<p>1-5- Use of running record, DRA, and flexible grouping to allow students to move when growth occurs</p>	<p>1-5 Grade level teachers Susan Hallmark Brad Cohen</p>	<p>RI reading assessment materials, DRA materials, guided reading books</p>	<p>Here are the results of the RI growth for 1st and 2nd grades on the Reading Inventory and the CCRPI percentage on grade level comparing 2016 and 2017 results: 1st grade- Winter RI average- 44% on Grade level, and Spring- 70% on grade level 2nd grade- Winter RI average- 57.4% and Spring- 78% on grade level. 3rd grade- CCRPI- 2016-78.9% on grade level, 2017- 83.33% reading on grade level 4th grade- CCRPI reading on grade level- 2016-81.8% on grade level and 2017- 88% on grade level 5th grade- CCRPI reading scores on grade level – 2016- 77.7%, and 2017- 92%</p>	<p>IP</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. Increase % of student performance for our Kindergarteners on the MI from 79% proficient and advanced 2. Increase % of student performance for our first graders on the MI from 81.8% proficient and advanced 3. Increase % of student performance for our second graders on the CCRPI from 87% on level 2-4 4. Increase % of student performance for our fourth graders on the CCRPI from 92.6% on levels 2-4 a 5. Increase % of student performance for our fifth graders on the CCRPI from 88.0% on levels 2-4 	<p>K-2nd- MI 3rd-5th grades- MI and CCRPI math Proficient and advanced scores</p>	<p>Grade level teachers, Susan Hallmark, Brad Cohen EIP teachers and after school tutors</p>	<p>MI assessment, formative assessments, i-respond units, flexible math and reading groups,</p>	<p>Here are the results on the Math inventory test for grades 1 and 2 and the CCRPI percentage of growth from 2016 to 2017 in grades 3rd-5th: 1st grade: MI scores from fall- 64.6% to spring- 79.8% 2nd grade MI scores from fall- 56.2% to spring- 79.8% 3rd Grade CCRPI math score 2016- 89.35% and 2017- 87.06% 4th grade- CCRI math scores – 2016- 89.7% and 2017- 92.66% 5th grade CCRPI math scores 2016- 74.6% and 2017- 88.64%</p>	<p>IP</p>
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Meet with grade levels for RTI Learn about RTI2 and utilize it Select effective strategies for our students on RTI</p>	<p>All data that is collected based on the strategies each month.</p>	<p>Each teacher who is taking the RTI data</p>	<p>Resources that have some strategies to use with our RTI students</p>	<p>Our RTI has run very smoothly and of the students we referred through the process, only 3 were found ineligible for Special Education services. As far as our retention trends, Year before last we had 21 students who were up for possible retention and this year past year we had 13, so the number of students not meeting standards dropped significantly.</p>	



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7. Other: <i>(Priorities specific to school.)</i>						
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Board Goal 2: *Differentiate resources for students based on needs.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>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>



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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<ul style="list-style-type: none"> • School Mentoring Program • Counselors will work with excessively tardy students • Continue with the switch from Media Center to Learning Commons. 	<p>Look at progress monitoring of student each nine week report card. Attendance graphs each day in the café where all can see.</p> <p>**How many teachers begin to accept the change, use the online calendars, collaborates with the media specialist to work together to make it a true learning commons.</p>	<p>Counselors: Bridget Waite and Tekeya Weston and Classroom teachers</p> <p>****Mary Elizabeth Nelson-Media specialist, Brad Cohen, Denise Hazlett-TTIS</p>	<p>Attendance records, tardy records, lists of students who need mentoring</p> <p>**We want to add more tools for our students and teachers to use in the learning commons,</p> <p>Computers, time for planning and training</p>	<p>Mentoring initiative: Last year 85% of our teachers were mentors to a student who was identified as needing support and affirmation. We had our counselor send out monthly reminders to visit their mentee and possible ideas of what to talk about with their mentee. Teachers mentioned that it is difficult at times to touch base with their student, but those who made it a priority felt that it made a difference!</p> <p>Attendance: Last year our attendance numbers are better but I am not sure that the contests really were the reason. We have found that it is mostly is just a few students or families who are routinely absent.</p> <p>Our percentages compared to last year are: 2016: 54.6% have 5 absences or less, and this year it is 60.8%. We still have work in this area.</p> <p>Learning commons:</p>	<p>IP</p>
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					<p>This initiative was one that truly succeeded. Our media specialist worked to introduce the online sign-ups for the different areas in the media center as well as checkout time. The students learned how to self-checkout, and we set the stage for more STEM activities and technology</p>	
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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) 	<ol style="list-style-type: none"> 1. Reading- EIP and small group, after school tutoring groups, read 180 and system 44 and ESOL students who scored a 1 or 2 on Milestones or are deemed EIP, small group Special Ed. and Prescription lab in AM, guided reading in all classrooms, reading A to Z and Reading eggs in K. 2. Math: Prescription lab in the AM, guided math groups during class, use of formative assessments to check for understanding, tutoring groups For math and extra reading help. 3. RTI intervention strategies. 	<p>DRA and SI reading assessments and flexible groups based on growth, flexible formative assessments</p>	<p>1 and 2- Individual teachers, EIP and Read 180-system 44 teachers, Melissa Sneed-Cara Tucker Brad Cohen and Susan Hallmark 3. Counselor Administration, classroom teachers</p>	<p>Read 180/system 44, guided reading books, MI, DRA, computers</p>	<p>Last year we continued to have EIP teachers work with Kindergarten, 1st 2nd and 3rd grades daily and then Read 180 was used for 4th and 5th graders who are reading at least 2 years below grade level and 4th and 5th grade ESOL students as well. Guided reading and direct reading instruction every day was mandated and expected. We offered students who were underperforming to participate in afterschool tutoring for reading and math. We had about 65-70 students attending each week. All of the new reading materials were great for guided reading within the classroom. With math, our teachers are to be using Number Talks at least three times a week. Also our prescription lab in the mornings was utilized mostly by third grade, but not used like it was intended to be used for all grade levels for early</p>	<p>IP</p>
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					morning math practice. Guided math is used in all grade level with flexible small groups meeting based on formative assessments. There was tutoring offered in math for third and fifth graders this year.	
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)	<ol style="list-style-type: none"> 1. Lightbulb Lab 2. Introducing and including STEM/STEAM lessons 3. Learning Commons 4. Reading Bowl 5. Science Fair 	<p>Increase in number of students who can effectively problem solve</p> <p>Higher scores in Science in 5th grade</p>	<ol style="list-style-type: none"> 1. ALP teachers 2. classroom teachers, 3. Mary Nelson, Admin. 4. Mr. Williams, Mrs. Jag. 5. Classroom teachers. 	Problem solving materials		
Other: (Priorities specific to school.)						

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (<u>Current School Year Plan and Evaluation of previous year's plan due September 1</u>)</p>
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Focus Priorities:

(Based on priorities identified by IE², 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>	<ul style="list-style-type: none"> • Meet with the school council 6 times during the school year • Survey parents several times throughout the year • Invite parents and guardians to come to our school • Hold Munch and Mingles, Target info sessions, math nights, ESOL night, STEM/STEAM night • Get Foundation and PTA parents and volunteers to give feedback 	<p>Meeting notes Advanced Ed and conference survey results.</p>	<p>Susan Hallmark and Brad Cohen- Addison Admin</p>		<p>School Council Our school council met 6 times last year at 7:30 in the morning. We discussed things like our initiatives in the school, visited our RISE unit, discussed honor roll changes and more.</p> <p>Chances to volunteer and/or give feedback We invite our parents in to help out in the media center, the classrooms, in the gardens, and for special events like the Boovie Night, Fall festival, and more. We often bring our concerns to PTA and Foundation boards to get feedback. We had two Munch and Mingles sponsored by our counselors, and our ESOL teacher also held an information session for our ESOL parents to teach them how to access helpful websites on the computer and ways to help their students. It was very well attended. We continue to welcome our parents into our school and ask them for feedback after events, like conference</p>	
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					week, Gator Gala, and other happenings so that we can improve.	
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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>1. Use of many modes of communication</p>	<p>Tallies of the number of parents who come to help at events in the classroom of for the foundation or PTA or for events that are put on for the children.</p>	<p>All Addison staff and administration</p>	<p>Surveys by staff and Advanced ed.</p>	<p>Practices: Last year we had our new Marquee to keep our parents in the know about happenings at school. We also used the call out system, emails and texts to our parents weekly. We also have a website that is updated weekly and we send out a paper version of our monthly calendar for those who do not have access to a computer. Teachers are required to keep a blog updated weekly to hopefully let parents know what is going on in class. Teachers also use class DOJO, emails and texts as well. Tallying the number of volunteers was very difficult as they are in and out of the building several times a day, every day. Our science lab alone has nearly 75 volunteers that work different days each month. We may try to keep up with this through our office check-in system next year. PTA and Foundation had similar issues with tallying volunteer</p>	
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<p>Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> Promote the Leader in Me at Addison with stakeholders Train our new staff members Parents recognize students' use of 7 Habits at home with letters Use 7 Habits language at Addison 	<p>Measured by the number of parents that support our program by participating in our monthly letter and the number of new staff that get trained.</p>	<p>Brad Cohen, Susan Hallmark, the Addison Lighthouse Team</p>	<p>Leader In Me Website Money will be needed for the training</p>	<p>Leader In Me Last year we continued to promote our LIM initiative by sending two staff members to the Symposium that is put on by Stephen Covey, and by getting new staff 7 Habits training. We continued to encourage leadership and the 7 habits by sending parent letters home to teach them each habit and to let us know when their child exhibited one of the habits at home by sending back the tear off part of the letter to share that happening so that we could recognize the students on the news. We also held a showcase of our year in leadership at our Gator Gala in May.</p>	
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Our PLC's teams will address student needs and will work together to find innovative strategies. TTIS will continue to provide training on CTLs.</p>	<p>*Notes in minutes * Minutes from meetings</p>	<p>PLC groups TTIS- Denise Hazelett Addison Admin.</p>	<p>Whatever materials teams ask for</p>		<p>IP</p>



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE ²)	Teaching strategies Standard: <ul style="list-style-type: none"> • Technology uses for assessment and teaching Assessment uses and strategies <ul style="list-style-type: none"> • CTLS Assess Instructional planning <ul style="list-style-type: none"> • PLC implementation 	TKES and LKES final Evaluations.	TKES and LKES final Evaluations.	Admin.	We used the results of previous walkthroughs and the formative assessment to work with teachers on areas that they need support. Last year our teachers did quite well in all areas. They continued to work on Assessment uses, but this next year, PLC's should be just the ticket for us to work with them on this very item.	IP
<i>Other:</i> (Specific to school.)						