



# (Austell Elementary School) 2017-18 Cobb Strategic Plan

## Board Goal 1: *Vary learning experiences to increase success in college and career path*

(Current School Year Plan and Evaluation of previous year's plan due **ways**.)

<p style="text-align: center;"><b>District Focus Priorities 2016-2019</b></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements <u>September 1</u>)</b></p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	N/A	N/A	N/A	N/A	N/A	N/A
<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. <b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Re-teach non-mastered target areas and continuously practice with students how to frame their thoughts and answers in a written form that is logical, organized, and focused.</li> <li>2. Increase the academic performance area on the CCRPI Index in the areas of Achievement and Progress for Grade 3 and Grade 5 Grade (ELA and Math)</li> </ol>	<p>FFAS/CTLS Ongoing Assessments and Touchstones Constructive Responses</p> <p>CCRPI Index Results</p>	<p>Classroom Teachers Literacy Coaches Administrators</p> <p>Classroom Teachers Literacy Coach Math Coach Administrators</p>	<p>25 I-Respond Units</p> <p>Reading Series Materials</p> <p>Best Practices Materials</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. <b>(LD)</b></p>	<ol style="list-style-type: none"> <li>Analyze student performance data from Touchstones, RI, MI, EOG, and CTLs Assessment by grade level teams for differentiated instruction during Professional Learning Community meetings.</li> <li>Analyze student performance and discuss and share successful instructional strategies in Professional Learning Community Teams.</li> </ol>	<p>Touchstone, RI, MI, and EOG Assessments</p> <p>Touchstone, RI, MI, and EOG Assessments And PLC Meeting Notes</p>	<p>Grade Level PLC Teams, Academic Coach, and Administrators</p> <p>Grade Level PLC Teams, Academic Coach, and Administrators</p>	<p>PLC Training for Staff</p> <p>Book "Learning By Doing"</p> <p>Book "The Leader Who Had No Title"</p>		
<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<ol style="list-style-type: none"> <li>Implement Saxon Phonics (K-3), Benchmark Phonics for grades K-2 (addressing decoding rules, spelling rules, syllabication, phonemic awareness, fluency, and phonics) with fidelity.</li> <li>Implement Istation, iRead, Read 180, and System 44 as tools to track student comprehension and Lexile levels in grades 1-5.</li> </ol>	<p>Biweekly Kindergarten Early Literacy Assessments</p> <p>1-2 Grade Benchmark Reading and Saxon Phonics Assessments</p>	<p>Classroom Teachers Academic Coach Administrators</p> <p>EIP Pullout Teachers Classroom Teachers</p>	<p>Saxon Refills</p> <p>iRead , Read 180, System 44 Licenses</p>		



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<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<ol style="list-style-type: none"> <li>1. Group students for small group guided math instruction.</li> <li>2. Give students opportunities to daily practice and apply effective problem solving problems which require students to draw a model, solve problem with an equation, and explain answer in writing.</li> <li>3. Have a common vocabulary for math at all grade levels.</li> <li>4. Model and scaffold math lessons.</li> </ol>	<p>Written in Weekly Lesson Plans</p> <p>Activities Written in Weekly Lesson Plans</p> <p>During Math Walkthroughs show evidence of Teachers Using Number Talks</p> <p>Lesson Plans Math Walkthroughs</p>	<p>Classroom &amp; EIP Teachers Academic Coach</p> <p>Classroom &amp; EIP Teachers Academic Coach</p> <p>Classroom &amp; EIP Teachers Academic Coach</p>	<p>Strategies Guided Math</p> <p>MI Software</p> <p>Number Talks</p> <p>Nicki Newton's Problem Solving with Math Models</p>		
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Identify students-at-risk through RTI process and EIP program.</li> </ol>	<p>RTI Data EIP Checklists</p>	<p>Counselor Classroom Teachers EIP Teachers Administrators</p>	<p>RTI Portal RTI Strategies</p>		



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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (<u>Current School Year Plan and Evaluation of previous year's plan due September 1</u>)</p>					
	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions from last year's plan:</b> ( <u>Due September 1</u> )	<b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational
Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b>	1. Implement creative and innovative technology activities for students.	Student Products Evaluated through Rubrics Oral Presentations	Classroom Teachers Media Specialist Academic Coach Target Teacher	Laptop Cart, IPAD Carts, and Software		



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Implement Saxon Phonics as a supplemental program for grades K-3 (addressing decoding rules, spelling rules, syllabication, phonemic awareness, fluency, and phonics) with fidelity. Pull-Out and Push-in-EIP Models for EIP students in grades K-5 (address student individual needs in a small group setting).</li> <li>2. Group students for small group guided math instruction. Give teachers opportunities to identify needs for math. Have a common vocabulary for math at all grade levels. Modeled math lessons by academic coach.</li> <li>3. Implement Istation (a spiraling computer based reading program) that assesses students and sets a learning path for them at the students' academic level. Use Istation data to identify RTI and Lexile levels of students on a weekly basis and provide intervention strategies for teachers to implement with students.</li> </ol>	<p>Weekly Lesson Plans Saxon Phonics Assessments</p> <p>Weekly Math Touchstones MI Assessments Fall, Winter, and Spring</p> <p>Istation Data Reports</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>Phonics Program Purchased with Title Funds</p> <p>Title I Funds for Computer Licensing</p> <p>Cell Tower and Title I Funds</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. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>1. Use the Advanced Content Model to group students homogenously grouped on the basis of academic performance including gifted and students exceptional ability and motivation.</li> </ol>	<p>High Classroom Grades CoGat and IOWA Scores</p>	<p>Target Teacher</p>	<p>None</p>		



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<b>Other:</b> (Priorities specific to school.)						
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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. <b>(AdvED)</b></p>	<ol style="list-style-type: none"> <li>1. Have members of the School Council give input on key curriculum and budgetary issues.</li>   <li>2. Have parent input during our annual two Title I parent Input meetings.</li> </ol>	<p>Meeting Minutes</p> <p>Thirty five Percent of Parents Completing Title I Parent Input Forms</p>	<p>Administration</p> <p>Title I Parent Facilitator</p>	<p>None</p> <p>Paper and Ink for Printing Surveys Computers Available for Online Surveys</p>		



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<ol style="list-style-type: none"> <li>Offer Parent Workshops with the following Titles: (1) Helping your Child Get Ready to Read, (2) Phonemic Awareness and Phonics, (3) Reading Together.</li> <li>Host a Parent Book Club selecting book topics that will support Family Empowerment using an online portal for discussions and feedback.</li> </ol>	Thirty-five Percent of Parents Participating in Workshops  Thirty-five Percent Parent Participation Online Discussion Board Comments	Parent Facilitator  Parent Facilitator	None  Books		
<b>Other:</b> (Priorities specific to school.)						

## 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. <b>(AD)</b>	Seek to hire new teachers who are proficient in technology, math, and science.	Items on Applicants' Resume and Employment Application	Administration	H.R. Support Recruitment Fairs		



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE <sup>2</sup> )	Provide staff professional development opportunities at the school by reviewing TKES/LKES Self Assessments and Professional Learning Goals of staff.	TKES/LKES Summative Conference Data	Administration	Title I Funds Training Materials		
<i>Other:</i> (Specific to school.)						