



Baker 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;"><u><i>Focus Priorities:</i></u> <i>(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 <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></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 Operatio nal
1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Use PLC data process to develop common assessments and examine student performance data in order to adjust instruction accordingly	Observation and trac-time app	Admin and Teachers	Planning time to plan and examine common assessments	N/A	IP
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)	Develop common grade level assessments that align with CCSD frameworks	Common formative assessments	Admin and Teachers	Planning time to build common assessments	Developed common assessments through CTLS and used Touchstones to gather student performance data	IP
3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)	Begin PLC 3 year roll out plan Create protected collaborative planning time Create and monitor quarterly data goals	Common grade level assessments and trac-time app	Admin and Teachers	Planning time to collaborate and analyze student data Trac-time app	N/A	
4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i>	Utilize the reading workshop model and non-fiction texts to increase reading skills Provide tutoring as needed	RI, DRA	Teachers	myON, 20-day money Read 180 System 44	Utilized the workshop models and offered tutoring to our struggling students. The percentage of students scoring proficient or above on the RI increased from 47% to 70%.	IP
5. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i>	Utilize the math workshop model to increase math performance skills and provide tutoring as needed	Common grade level assessments, MI	Teachers	First In Math, 20 day money	Math workshop model was utilized and tutoring was offered to at risk learners. The average quantile growth on the MI was 279 points.	IP



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6. Increase number of students academically completing every grade.(S)	Utilize RTI and Special Education strategies for students that are low average and below grade level	RTI data	Counselors & Teachers	Quick return of test results to drive instruction	RTI documentation; retention meetings with retention committees; post reports and communication logs were utilized to monitor at risk students	IP
7. Other: (Priorities specific to school.)	<ol style="list-style-type: none"> 1. STEM and Math Labs 2. Innovation Lab 3. Teacher Collaboration 	1 & 2-growth from common assess., SLOs, EOG, IOWA, MI 3-team minutes	Admin and Teachers	Planning time to collaborate and analyze student data	Milestones results indicate an increase in both math and ELA scores	IP

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

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Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	<ul style="list-style-type: none"> • Learning Commons • Math Lab • STEM Lab • Innovation Lab 	Assessments and Surveys	Admin	Support from CCSD personnel	Increased use of independent/ small group work in Learning Commons; Milestones results indicate an increase in both ELA, math, science, and SS scores from 2017	IP



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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. After school tutoring 2. After school tutoring 3. RTI Strategies	1. Common Assess., RI, DRA 2. Common Math Assess., MI 3. RTI data	1 & 2- Admin and Teachers 3. Counselors	20 Day Money	Offered tutoring to all at risk students. The percentage of students scoring proficient or above on the RI increased from 47% to 70%.	IP
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)	<ul style="list-style-type: none"> Weekly pull out K-5 gifted students. AC content classes offered daily in 4th and 5th grade. Talent development at all grade levels. 	<ul style="list-style-type: none"> IOWA/COGAT Milestones Admin Observation 	<ul style="list-style-type: none"> Gifted/Advanced teachers Administration 	Collaborative planning time for gifted/advanced teachers		
Other: (Priorities specific to school.)						

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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Utilize stakeholder input to improve school processes. (AdvED)	Utilize the stakeholder surveys as well as committees such as PTA and School Council Based on stakeholder feedback we are utilizing social media sites such as Facebook, Twitter, and Baker phone application to communicate more with stakeholders	Survey data results	Admin	Minutes from meetings Summary and Action sheet from meeting	Survey data showed stakeholders are pleased with being involved and the innovation occurring at Baker, received a 5 STAR climate rating from the GADOE	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Provide and promote parental involvement in career day, STEAMYPALOOZA Day, family STEM nights and events, at home STEM challenges, Baker phone application, and Parent Ed Camp	Survey data	Admin	Newsletter	Positive feedback from parents	IP
Other: (Priorities specific to school.)						



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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)	Plan staff development opportunities that focus on standards, student achievement and engagement and student progress monitoring	Surveys, TKES, PLCs and formative assessments	Admin and Teachers	CCSD personnel for various trainings	Offered staff development sessions on OneNote, Cohort 2 for CTLS training, STEM and own personal choice	IP
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Plan professional learning opportunities for the staff based on the results of the TKES and LKES evaluations. The main focus for PL will focus on implementing weekly STEM focused lessons which will involve weekly staff collaboration.	TKES	Admin	Professional learning training provided by the county		IP
Other: (Specific to school.)						