



Bells Ferry Elementary School's 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><i>Focus Priorities:</i> <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>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Use CTLS to create common formative assessments</p> <p>Use RI and DRAs to collect Lexile levels</p> <p>Use MI to monitor math progress and implement differentiated instruction</p> <p>Use <i>Units of Study</i> to create common lesson plans, common formative assessments and calibrate scoring expectations</p>	<p>RI/MI (K-5th)</p> <p>Team minutes and agendas</p> <p>CTLS data results</p> <p>Grade level data sheets</p> <p>Lesson plans, observations</p>	<p>Teachers Administration Counselors</p>	<p>Collaboration time</p> <p>Sub Money</p> <p>Curriculum Resources</p> <p>Training</p>	<p>RI & MI Scores (Increased by 3-7% growth) 1st -134.86% - 23.6 points 2nd -175.97% - 49.8 points 3rd - 34.97 % - 19.9 points 4th - 22.17 % - 13.1 points 5th - 45.32 % - 24.2 points</p> <ul style="list-style-type: none"> •Georgia Milestone Test results for 3rd, 4th, 5th. (Increase by 3-7% growth) Reading increased by - 2.37% - 1.9 points Math increased by - 16.53% - 11.7 points •CCRPI Building Score (Increased by 3-7% growth) (Final score yet to be determined by State) •GKIDS ELA Total increased by - 7.73% - 6 points Math Total increased by - 9.56% - 8 points Access Testing 	
<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>	<p>Expand and sustain the use of grade level created formative assessments</p> <p>Provide quarterly ½ day release time for collaborative Instructional strategy development</p>	<p>CTLS</p> <p>Data Collections</p> <p>PLC Agendas</p>	<p>Teachers Administration Support Staff</p>	<p>Collaboration Time</p> <p>Sub Money</p> <p>Weekly Collaboration Time</p>	<p>All regular education and interrelated teachers were trained in CTLS</p> <p>Content area Data Teams were held three times a quarter</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>	<p>Provide weekly PLC collaborative sessions for Data Teaming</p> <p>Provide monthly PLC Professional Development collaboration based on interests and professional goal setting</p>	<p>3T (Tuesday-Team-Time)</p> <p>PLC Minutes</p> <p>Passion Driven Professional Development Artifacts</p>	<p>Teachers</p> <p>Administration</p>		<p>Staff trained on CTLs Collaborative Planning sessions on a weekly basis</p> <p>Year 1 Workshop Model training</p>	
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Promote school-wide nightly reading Monitor Reader's Workshop/guided reading</p> <p>Track individual Lexile levels and set goals according to the RI projected yearly growth</p> <p>Facilitate the continuation of RTI and Special Education strategies for students reading below grade level</p> <p>Utilize Read 180 and System 44 program to accelerate and close the gap for students below grade level</p> <p>Use certified tutors to support students not meeting expectations in grades 3, 4, and 5</p>	<p>School-wide reading logs</p> <p>TKES Observations</p> <p>Student Leadership Notebooks</p> <p>RI Lexile Quarter Reports</p> <p>Read 180 and System 44 Reports</p> <p>3rd-5th Grade Milestone Data</p>	<p>Teachers</p> <p>Administration</p> <p>Counselors</p> <p>RTI Facilitators</p>	<p>20 Day Funds</p>	<p>School wide reading program encouraged to read for (K-2) 20 minutes (3-5) 30 minutes each night</p> <p>Scholastic Summer Reading, Six Flags Reading Program</p> <p>AR incentive program Read 180 and System 44 Introduced Student Leadership Notebooks Certified tutors supported 3rd -5th students not meeting standards in grades 3,4, and 5.</p> <p>Utilized student leadership data notebooks</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>	<p>Implement Number Talks daily</p> <p>Administer and analyze CTLS formative assessments</p> <p>Utilize First-In-Math 2nd -5th</p> <p>Use of Georgia Frameworks as a tool to drive instruction (Frameworks Friday)</p> <p>Analyze MI score and set goals according to the MI projected yearly growth</p> <p>Use certified tutors to assist students not meeting standards in grades 3, 4, and 5</p>	<p>MI quantile Reports</p> <p>3-5 Milestone Data</p> <p>First-In-Math Results</p> <p>Student Leadership Notebook</p>	<p>Teachers</p> <p>Administration</p> <p>Counselors</p> <p>RTI Facilitators</p>		<p>School-wide SPED schedules to aligned with classes</p> <p>Created common grade level math assessments</p> <p>Attended math trainings offered through the county</p> <p>Touchstone post- scores in CTLS updated quarterly</p> <p>Met with data teams to analyze data</p> <p>Utilized and promoted First in Math</p> <p>Utilized student leadership data notebooks</p>	
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process and additional year notification</p> <p>Provide specialized support for EIP students</p>	<p>RTI Data</p> <p>GaDOE EIP Rubric</p> <p>GaDOE EIP Exit Report</p>	<p>Teachers</p> <p>Counselors</p> <p>Administration</p>	<p>Aims Web</p>	<p>-Completion Rate</p> <p>K: 99%</p> <p>1st: 100%</p> <p>2nd: 99%</p> <p>3rd: 100%</p> <p>4th: 100%</p> <p>5th: 100%</p>	
<p>7. Increase the number of students scoring Levels 3 & 4 in ELA, with a distinct focus on writing</p>	<p>Implement Lucy Calkin's Units of Study writing curriculum in grades K-5.</p> <p>Increase direct instruction of writing across the content areas, in addition to the Writers' Workshop</p> <p>Provide teacher support and training for implementation of Lucy Calkin's Units of Study for Writing</p>	<p>Units of Study/ Milestones' Rubrics</p> <p>Lesson Plans</p> <p>TKES Observations</p>	<p>Teachers</p> <p>Administration</p>	<p>Professional Dev.Funds</p> <p>Collaboration time</p> <p>Sub Money</p> <p>Curriculum Resources</p> <p>Training</p>	<p>Narrative pre- and post-in progress</p> <p>Use of workshop model(consistent across grade levels)</p>	



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

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	<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>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Implement Leader in Me with fidelity to promote student achievement</p> <p>Conduct student-lead conferences</p> <p>Establish a 5th grade Student Leadership Team program</p>	<p>Leader in Me Survey, parent feedback, LIM student leadership</p>	<p>Teachers Administration Counselors</p>	<p>Leader in Me contract funds</p>	<p>Conducted daily Number Talks STEM Day and Night was held in May 100% of staff trained in Leader in Me Proof of Concept school for TKES goal setting CTLs and iRespond used on a consistent basis</p>	
<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) 	<p>Utilize 20 day funding for tutors</p> <p>Implement Read 180 and System 44 intervention program for at-risk learners to accelerate academic achievement</p> <p>PLC data teams to analyze and determine next steps to ensure student learning</p> <p>Implement targeted intervention strategies for RTI and SWD students</p> <p>Use certified tutors to support students not meeting expectations in grades 3, 4, and 5</p> <p>Implement Acceleration Plan. Utilize differentiation lessons.</p>	<p>RI and MI</p> <p>Georgia Milestones Results</p> <p>Read 180 reports</p>	<p>Teachers Administration Counselors</p>	<p>20 Day Funds</p>	<p>Tutors in October for grades 3-5 Continued with EIP models (reduced class) ESOL push-in and pull-out model on a daily basis Daily usage of number talks</p>	



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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)	NA	NA	NA	NA	NA	
Other: Writing	Increase writing proficiency across the writing domains Integrate writing across all core content areas	Milestone scores Collaborative scoring of writing TKES Observations	Teachers Administration	Collaboration time Sub Money Curriculum Resources Training	K-2 Lucy Calkins first year implementation Utilized grade level writing rubrics	



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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>	<p>Use Parent survey to plan and implement programs that focus on parent engagement.</p>	<p>Leader in Me Survey Meeting Minutes</p>	<p>Teachers, Administration, Parents</p>	<p>NA</p>	<p>PTA and Foundation meeting minutes, funded proposals for technology initiatives and staff purchases to enhance student success</p>	
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Use survey results to plan activities that promote parent engagement in school and community activities include STEAM Night, International Night, Leadership Day, Counselor Coffee, Publix Math Night, All Pro Dads, and Student Lead Conferencing.</p>	<p>Parent surveys, comments, reviews and information from parents</p>	<p>Administration, Lighthouse Leadership Team</p>		<p>PTA and Foundation meeting minutes, funded proposals for technology initiatives and staff purchases to enhance student success CCRPI Climate Score of 91.5</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>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide continuous job embedded professional learning and training. Provide a variety of professional development opportunities for all teachers based on the needs of teachers which will include teachers reading professional literature, implement teacher needed training by the academic coach in the area of writing (Units of Study),</p>	<p>Surveys, TKES</p>	<p>Administration</p>	<p>District Support through experts Funding for training (Writing Units of Study),</p>	<p>Recruited KSU student interns, attended CCSD job fair, consistently screened highly qualified applicants, hiring committee</p>	
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Participate in pre-conference and self-reflection with individual teachers; examine professional goals and expand as needed for teachers in areas where they receive 1's or 2's during the previous years.</p>	<p>TKES/LKES Data</p>	<p>Administration Teachers</p>	<p>District support through evaluation office</p>	<p>All teachers and administrators participated in mandated TKES meetings and requirements</p>	
<p>Other: (Specific to school.)</p>						