



Bullard Elementary School's 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>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Use differentiated instructional strategies and activities across the curriculum. Collect data to show student growth</p>	<p>TKES SRI/SMI DRA</p>	<p>Certified staff</p>	<p>Instructional specialist</p>	<p>93% of teachers scored a level III or IV in the area of differentiation during walks and observations</p>	
<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>Create and use common formative assessments through CTLS</p>	<p>TKES CTLS Usage</p>	<p>Certified staff</p>	<p>Instructional specialist</p>	<p>94% of our teachers created formative assessments in CTLS</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>Actively engage in grade level PLC's</p>	<p>Attendance documented in PLC notebook</p>	<p>Certified staff</p>	<p>Instructional specialist</p>		
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Use differentiated instructional, RTI, EIP, ESOL and SPED strategies for students below grade level.</p>	<p>SRI DRA Common Writing Assessment</p>	<p>Certified staff</p>	<p>Instructional specialist</p>	<p>77% of students in K-5th grades are proficient or advanced on the SRI</p>	
<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>Use differentiated instructional, RTI, EIP, ESOL and SPED strategies for students below grade level.</p>	<p>SMI Common Math Assessment</p>	<p>Certified staff</p>	<p>Instructional specialist</p>	<p>68% of students K-5th grades are proficient or advanced on the SMI</p>	
<p>6. Increase number of students academically completing every grade. (S)</p>	<p>Follow RTI and additional year procedures</p>	<p>RTI data</p>	<p>Certified staff</p>	<p>N/A</p>	<p>13 students retained in 2016 and 14 students retained in 2017</p>	



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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)	N/A	N/A	N/A	N/A	N/A	
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. Use of Reader's/Writer's Workshop Model and supplemental materials 2. Use of Math Workshop Model and supplemental materials 3. EIP, ESOL, IEP & RTI strategies	1. Pre/Post Assessment (SRI/DRA) 2. Pre/Post Assessment (SMI) 3. RTI data in CSIS & data in Goalview	Certified staff	Education Galaxy reading and math CAFÉ Model Materials Read 180/System 44 Foundations 6 Min Solutions Systematic Sequential Phonics	1. On the ELA section of the milestones, all students increased by 6.4% from 2016 to 2017 2. On the Math section of the milestones, all students increased by 6.7% from 2016 to 2017 3. On the ELA section of the milestones, SWD students increased by 16% and 10% for math	
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)	Use of the Target Program in 1 st -5 th grades for students above grade level Use of Talent Development in 1 st -5 th grades for students above grade level	Milestones SRI/SMI	Certified staff	ALP materials	N/A	
Other: (Priorities specific to school.)	N/A	N/A	N/A	N/A	N/A	



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

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Utilize stakeholder input to improve school processes. (AdvED)	Analyze the parent survey data to increase stakeholder involvement in decision making	Survey Results	Staff	N/A	N/A	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Expand the Watch DOGS program to increase volunteerism among father figures	Survey Data	Staff	N/A	259 dads volunteered this year. 92% of the dads surveyed strongly agreed that their experience as a Watch DOG was rewarding	
Other: (Priorities specific to school.)	N/A	N/A	N/A	N/A		

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)	Develop school focused professional learning for all staff using the instructional specialist, TTIS and teacher leaders	Surveys	Admin	Instructional specialist, TTIS and Teacher Leaders	100% of the teachers surveyed believe that the professional learning activities this year changed their instruction for the better.	
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Develop differentiated professional learning for staff using instructional specialist, TTIS and teachers leaders	TKES	Admin	Instructional specialist, TTIS and Teacher Leaders	Out of the 177 walks and observations completed, 94% were levels III and IV	
Other: (Specific to school.)	N/A	N/A	N/A	N/A	N/A	