



Davis 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;"><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><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> ○ Grade level PLC teams will implement common assessments, analyze common assessment data and commonly score student work in order to plan strategic differentiation/intervention/extension based on student progress. 	<p>Common formative assessments RI/MI Read180</p>	<p>Grade level PLCs Classroom teachers</p>	<p>PLC support Dedicated PLC collaboration time</p>	<p>(New Goal)</p>	<p>IP</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>	<ul style="list-style-type: none"> ○ FFAS training provided by Instructional Technology Specialist ○ Grade level PLC teams develop and implement common assessments and collaboratively plan strategic intervention/extension 	<p>Touchstone Assessments PLC common assessments</p>	<p>Grade level PLCs Classroom teachers</p>	<p>Training in FFAS and assessment development</p>	<p>2016-2017 Touchstone Results: Level I: 0 Level II: 0 Level III: 80% Level IV: 20%</p> <p>PLC common assessments: new</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>	<ul style="list-style-type: none"> ○ Create PLC norms by grade level ○ Create and implement common formative assessments aligned to grade level professional learning goals. ○ Utilize PLC critical questions to plan instruction, assessment, and strategic differentiation. 	<p>Common formative assessment results PLC norms PLC meeting minutes</p>	<p>Grade level PLC</p>	<p>Dedicated PLC collaboration time</p>	<p>(New Goal)</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>	<ul style="list-style-type: none"> ○ Implement reduced class size model for EIP in grades 2-5 ○ Utilize EIP additional support (pull out/push in) for grades K, 1, and 4 ○ Monitor student progress data through RTI ○ Implement Read180 for ESOL, SPED, EIP, and students reading below Lexile band in 4th grade ○ Implement Reading/ELA adoption with fidelity in grades 3-5 	<p>RI scores Read180 assessments Milestones performance level and Lexile scores</p>	<p>Classroom teachers EIP teacher ESOL teacher Small group SPED teacher</p>	<p>Read180 program with dedicated computers Continued support for Reading instruction through ELA adoption</p>	<p>2016 CCRPI: % scoring developing learner or above: ELA 92.5% % scoring at or above Lexile band 3rd grade 77.5% 5th grade 87.8%</p>	<p>IP</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>	<ul style="list-style-type: none"> ○ Implement AC math in 4th and 5th grades ○ Algebra program implemented in grades 1-5 Target classes ○ Utilize common formative assessment results to adjust instruction/provide targeted intervention/extension 	<p>Number of students qualifying for AC math in 4th /5th grades Formative assessment results</p>	<p>AC teachers Target teachers Grade level PLC</p>	<p>2 teachers AC trained/Gifted Certified</p>	<p>2017-2018 AC 4th 14 students AC 5th 10 students Increase % of students scoring at developing learner or above on Milestones (CCRPI) 2016 80.5%</p>	<p>IP</p>
<p>6. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> ○ RTI process implementation ○ Provide extended day tutoring/support for students 	<p>RTI data Tutoring roster Read180 data</p>	<p>Classroom teachers Extended day tutors</p>	<p>Extended day funding Read180 Resources</p>	<p>2017 3 students retained 2016-2017 54 students served in extended day tutoring for reading and math grades 3,5</p>	<p>IP</p>
<p>7. Other: (Priorities specific to school.)</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>	<ul style="list-style-type: none"> ○ Implement full-time STEM lab for grades K-5 ○ Implement grade level STEM activities for students aligned to standards and within the umbrella of "Outdoor Learning" to support the school focus on ecology/environment. ○ Implement a "STEM Store" of resources to support STEM instruction/activities ○ Whole staff Book Study "<u><i>The Growth Mindset Coach</i></u>". ○ Implement Growth Mindset lessons K-5 to prepare students for problem-solving/STEM challenges. 	<p>STEM lab participation K-5 STEM lab lessons STEM lab certification portfolio Development of gardens and outdoor learning spaces</p> <p>STEM walk feedback</p> <p>Growth Mindset lessons</p>	<p>STEM lab coordinator</p> <p>Davis Leadership/Innovation team</p> <p>Grade level PLC team</p>	<p>STEM coordinator collaboration with other STEM lab teachers</p> <p>STEM lab and STEM certification consultation from Sally Creel</p> <p>STEM visits by teacher to STEM certified schools</p> <p>STEM visits/walks toward certification</p> <p>Growth Mindset resources and posters</p>	<p>(New Goal)</p>	<p>IP</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. Read180, EIP, small group instruction 2. Balanced math framework/small group instruction, extended day tutoring 3. RTI process 	<p>Read180 program assessments</p> <p>Increased level Milestones Math Distinguished</p> <p>RTI Intervention data</p>	<p>EIP teacher ESOL teacher Classroom teachers</p>	<p>Read180 materials and dedicated computers</p>	<p>(New Goal)</p> <p>Increase % of students scoring at developing learner or above on Milestones Math (CCRPI) 2016 80.5%</p>	<p>IP</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. (AD)</p>	<ul style="list-style-type: none"> o Implement AC math in 4th and 5th grade 	<p>Number of student qualified for AC math in 4th /5th grades Formative assessment results</p>	<p>AC teachers</p> <p>Target teachers</p> <p>Grade level PLC</p>	<p>2 teachers AC trained/Gifted Certified</p>	<p>2017-2018 AC 4th 14 students AC 5th 10 students</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>						



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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>	<ul style="list-style-type: none"> ○ Collaborate with Foundation/PTA/Stakeholders to streamline communication. ○ Meet monthly with PTA/Foundation Boards. ○ Conduct Leadership/Innovation team retreat to gather input and plan action steps ○ Collaborate with Foundation and Cobb County staff to ensure safety for walkers by adding additional sidewalk. ○ Collaborate with Foundation to improve primary playground area to include safe and level footing for students. ○ Utilize National PTA School of Excellence survey results to improve school processes 	<p>Stakeholder satisfaction as reported on surveys</p> <p>Collaboratively developed SSP goals/action steps</p>	<p>Administration PTA/Foundation Board Members</p> <p>Stakeholders</p>	<p>PTA School of Excellence Survey Results</p>	<p>(New Goal)</p>	<p>IP</p>



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none"> ○ Implement events to foster school/home communication (Open Houses, PTA meetings, Family Nights) ○ Invite parents to grade level STEM experiences ○ Utilize parent volunteers to organize and assist with the STEM “store” of resources ○ Utilize Foundation community fundraising event to fund full time STEM coordinator 	Community attendance at school functions Parent involvement in STEM experiences Funds raised to support STEM initiative	All stakeholders	Funding through the school Foundation Parent Volunteers	(New Goal)	IP
Other: (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. (AD)	<ul style="list-style-type: none"> ○ Designate PLC members to attend district training by content area. ○ Plan with area schools to provide PLC collaboration opportunities for “singletons” such as music, art, pe, and STEM instructors. ○ Provide professional learning aligned to grade level goals. 	PLC meeting notes Evidence of collaboration in lesson plans and walk-throughs/observations	PLC members Administration Key Teams	Dedicated PLC collaboration time	(New Goal)	IP	



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE ²)	<ul style="list-style-type: none"> ○ Utilize TKES walk-throughs and formative assessments to provide specific professional learning through the TKES portal when appropriate. ○ Align professional learning to Professional Goal setting 	Participation in specific Professional Learning Opportunities Reflection of improved practice in the appropriate TKES standards.	Administration Classroom teachers	TKES portal resources Professional Development based on specific need	(New Goal)	IP
Other: (Specific to school.)						