



Dowell Elementary School - 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. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> *Collaboratively plan differentiated instruction based on student data during grade-level PLCs. *Use the CTLS results to monitor student learning and adjust instruction. *Evaluate RI and MI progress data for a minimum of 3 times per year. *Analyze EOG data results to identify student strengths and weaknesses for remediating/accelerating as needed for student learning. *Use formative and summative assessment results for differentiated instruction. *Utilize grade-level to review school wide student progress monitoring data. 	<ul style="list-style-type: none"> *RI *MI *PLC agendas *EOG data 	<ul style="list-style-type: none"> *Teachers *Academic Coach 	<ul style="list-style-type: none"> *Designated Collaborative Planning Sessions *iRespond *CTLS Assess 		
<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>	<ul style="list-style-type: none"> *Monitor students performing in the bottom quartile on the RI/MI. *Deliver a writing assessment in grades 3-5. *Provide additional support through the use of extended day and during the day tutors. *Identify students performing in the top quartile to provide enrichment learning opportunities. *Administer mini-touchstones through CTLS in ELA and Math across all grades (1-5) 	<ul style="list-style-type: none"> *RI *MI *Write Score Writing Assessment 	<ul style="list-style-type: none"> *Teachers *Academic Coach 	<ul style="list-style-type: none"> *Designated Collaborative Planning Sessions *Purchase Write Score Assessment (2X/year) *iRespond *20-day & Title I funds *CTLS Assess 		



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<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<ul style="list-style-type: none"> *Develop norms for all PLC's. *Develop Collective Commitments for all PLC's. *Monitor student progress and revise instruction. *Use the 4 PLC Questions to guide discussions. 	<ul style="list-style-type: none"> *RI *MI *PLC Agendas 	<ul style="list-style-type: none"> *Academic Coach *Administrators *Teachers 	<ul style="list-style-type: none"> *Professional Learning Sessions – grade level and vertical teams 		
<p>4. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI Reading Scores)</i></p>	<ul style="list-style-type: none"> *Implement RTI strategies for students below grade level. *Implement IEP objectives with fidelity for those students with learning disabilities. *Provide extended day and during the day tutoring opportunities for students reading below grade level. *Provide Advanced Content instruction in Math and Reading for identified 4th and 5th grade students. *Monitor reading data for groups affecting our gap scores (SWD and ESOL) *Utilize Read 180 and System 44 as an intervention for students scoring in the lowest 25% on RI or EOG Assessments. 	<ul style="list-style-type: none"> *RI *System 44 and Read 180 	<ul style="list-style-type: none"> *Teachers *Academic Coach *Administrators 	<ul style="list-style-type: none"> *Licenses for System 44 and Read 180 *Tutors (Title I and 20 day funds) 		



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<p>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></p>	<ul style="list-style-type: none"> *Implement Conceptua in grades 3-5. *Provide extended day and during the day tutoring for students reading below grade level. *Implement Number talks with fidelity. *Provide Advanced Content instruction in Math and Reading for identified 4th and 5th grade students. *Monitor data collected from the MI administration. *Implement RTI strategies for students below grade level. *Implement IEP objectives with fidelity for students with learning disabilities. *Monitor math data for groups affecting our gap scores (SWD and ESOL) 	<p>*MI</p>	<ul style="list-style-type: none"> *Teachers *Academic Coach *Administrators 	<p>*Tutors (Title I and 20 day funds)</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> *Monitor students in consideration for retention beginning in January of 2018. *Use the RTI process to identify students struggling and provide support at each grade level. 	<p>*RI *MI</p>	<ul style="list-style-type: none"> *Teachers *Academic Coach *Administrators 	<p>*Tutors (Title I and 20 day funds)</p>		



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<p>7. Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> *Generate interest in STEM through 3 school-wide STEM days. *Encourage and support technology integrated classrooms like BYOD (3rd – 5th and ALP) *Build teacher-student relationships through the school-wide implementation of Restorative Practice – Morning Meetings. *Focus on building more effective collaborative teams through the PLC model. *Provide Advanced Content instruction in Math and Reading for identified 4th and 5th grade students. *Develop collaborative planning and a common planning time with ESOL and SPED. 	<ul style="list-style-type: none"> *Discipline Data *Lesson Plans 	<ul style="list-style-type: none"> *Teachers *Academic Coach *Administrators *TTIS *Professional School Counselors 	<ul style="list-style-type: none"> *Supplies for STEM Days *iPads *Restorative Practice/Morning Meeting resources 		
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Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Priorities 2016-2019	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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<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"> *Establish a Dual Language Immersion Kindergarten and First Grade Program *Establish Advanced Content Reading/ELA and Math courses in 4th and 5th Grade. *Maintain the No Place for Hate Program. *Establish school-wide Restorative Practice - Morning Meetings. 	<ul style="list-style-type: none"> *RI *MI *Discipline Data 	<ul style="list-style-type: none"> *Teachers *Professional School Counselors 	<ul style="list-style-type: none"> *DLI Teaching resources and related professional development *AC course resources and related professional development. *Rewards and tickets to recognize students for exhibiting good character *Restorative Practice/Morning Meeting resources 		
<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. Implement Read 180/System 44 for identified students. Provide support from extended day and during the day tutors and EIP teachers. 2. Implement EIP reduced class model and pull out support. Provide support from extended day and during the day tutors and EIP teachers. Implement Conceptua in grades 3-5. 3. Provide students with data driven differentiated instructional support from tutors, classroom teachers, EIP teachers and Specials Education teachers. 	<ul style="list-style-type: none"> *RI *MI *Read 180/System 44 data *RTI data *EOG *Extended day data 	<ul style="list-style-type: none"> *Teachers *Academic Coach *Administration *Professional School Counselors 	<ul style="list-style-type: none"> *System 44/Read 180 licenses *Title I and 20 day funding 		



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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)	*Use the IOWA, CogAT, and EOG scores to identify potential candidates for AC eligibility, remediation and tutoring.	*IOWA *CogAT *ALP & AC qualifying scores	*ALP Teachers *Academic Coach *Administration	*None needed		
Other: (Priorities specific to school.)						

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

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
	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: <u>(Due September 1)</u>	Focus Priority Status: IP = In Progress FO = Fully Operational
Utilize stakeholder input to improve school processes. (AdvED)	*Seek and utilize input from building leadership team, school council, PTA and Partners in Education. *Utilize and monitor results from AdvancED student, parent and staff surveys. *Work with parents to assist in their understanding of the mission and vision of Dowell. *Seek parental input as it relates to Title 1.	*AdvenceED Survey results *Title I Parent Survey results *School Council minutes	*Administ ration *Parent Liaison *School Council members	*None		



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> *Hold regularly scheduled meetings of the Dowell PTA and school council. *Involve parents in the RTI and special education process. *Encourage parental support through a variety of volunteer opportunities. *Maintain the Gardening club – increase parental support and access partnerships with the community like Lowes and Master Gardner. 	<ul style="list-style-type: none"> *Sign-in sheets *School Calendar of Events 	<ul style="list-style-type: none"> *Parent Liaison *Staff 	<ul style="list-style-type: none"> *Building Contributions and Capacity of Parents Professional Learning (Title I) 		
<p>Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> *Offer Read 180 as a model lab for other educators in to observe. *Offer DLI as a model for other educators in to observe. 	<ul style="list-style-type: none"> *Visitor Survey 	<ul style="list-style-type: none"> *Staff 	<ul style="list-style-type: none"> *None 		

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year’s plan due September 1)</p>
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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"> *Support and encourage the training and implementation of CCSD ELA materials in grades 3-5. *Support quarterly teacher collaboration by providing full day opportunities for collaborative planning. *Support weekly teacher collaboration through protected collaborative planning. *Provide new teacher mentoring and formal induction program. 	<ul style="list-style-type: none"> *Proficiency on TKES Evaluation *Professional Learning Log 	<ul style="list-style-type: none"> *Administrative Team *Teachers *Academic Coach *TTIS 	<ul style="list-style-type: none"> *Teaching and Learning Support as needed 		
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	<ul style="list-style-type: none"> *Use TKES self-assessment and walkthrough data to identify professional learning needs. *Use LKES Survey results to identify areas of improvement for administrative team *Ensure that teachers scoring in Level I or II are on a PLP. 	<ul style="list-style-type: none"> *TKES self-assessment *LKES surveys *TKES walkthrough and formative assessment results 	<ul style="list-style-type: none"> *Administrative Team *Academic Coach 	<ul style="list-style-type: none"> *None 		
Other: (Specific to school.)						