



Due West 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. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Monitor student progress quarterly and a pre-test in critical content areas in order to adjust instruction and resources.</p> <p>Utilize CTLS monthly to learn the program and to develop common formative assessments for each grade level</p> <p>Implement Touchstones to determine students present skills and then to determine future instruction</p>	<p>RI and MI, Formative assessments results from CTLS</p>	<p>Administra tion and all staff</p>	<p>RI, MI, time for data PLC meetings. Training for CTLS</p>	<p>The percentage of students scoring in the Proficient or Advanced range increased from 58.64% to 84.09% from the beginning of the year to the end of the year. There was a 310 average quantile growth on the Math Inventory from the beginning of the year to the end of the year for all students.</p>	<p>IP</p>
<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>Use local school assessments to monitor student progress. Meet in data teams to review assessments and plan instruction based on student needs.</p> <p>Using CTLS develop grade level common formative assessments that will guide the development of small groups and developing differentiated instruction</p>	<p>RI, MI, local school assessments touchstones</p>	<p>Administra tion and all certified staff</p>	<p>Time for grade level collaborat ion; Implemen t Touchston es</p>	<p>Data teams met quarterly and reviewed FRA, RI, and MI data. Staff began looking at Touchstone assessments. Instructional strategies were identified and implemented based on the assessment data reviewed.</p>	<p>IP</p>



Due West Elementary 2017-18 Cobb Strategic Plan

<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>	<p>Establish PLCs and provide time for these groups to meet, provide guidance for PLC to establish norms, and to further develop the school mission and vision statements.</p> <p>Establish PLCs for singleton staff members that will allow them to collaborate with sister schools and the teachers in their field</p> <p>Utilize data as the foundation of the PLC discussions</p>	<p>PLC Minutes and Agendas</p> <p>Training agendas</p> <p>Growth noted for selected data points identified in the PLC</p>	<p>Administration and staff</p>	<p>Training for defining a PLC,</p> <p>developing norms</p> <p>further development of the school wide mission and vision statement</p>	<p>This is a new goal and does not yet have historical data. This will be in place at the end of the school year of 2017-2018.</p>	<p>IP</p>
<p>4. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI Reading Scores)</i></p>	<p>Increase reading stamina (the ability to sustain reading over a length of time and maintain comprehension) on each grade level.</p> <p>Utilize a variety of resources including online resources to build literacy skills.</p> <p>Utilize the new language arts materials in 3-5.</p> <p>Implement a systematic phonics program in K-1.</p>	<p>RI and classroom reading assessments</p>	<p>Administration and all certified staff</p>	<p>Phonics Dance materials;</p> <p>System 44/Read 180;</p> <p>Time for PLC meetings,</p> <p>Accelerated Reader,</p> <p>Front Row Software</p>	<p>The percentage of students scoring in the Proficient or Advanced range increased from 58.64% to 84.09% from the beginning of the year to the end of the year.</p> <p>Phonics Dance was implemented in all kindergarten and first grade classes. New language arts resources were integrated in K-2 classrooms.</p>	<p>IP</p>

Due West Elementary 2017-18 Cobb Strategic Plan

<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>Utilize tutoring during the day for grades 3, 4, 5</p> <p>Utilize Conceptua Math</p> <p>Utilize Front Row to diagnose areas of strengths and weakness, use this information to develop differentiated instruction for practice targeting weak areas</p>	<p>MI; Math problem solving projects in Math Lab</p>	<p>Administration and all math teachers</p>	<p>Math problem solving ideas</p> <p>Number Talks</p> <p>use of tutors during the day in order to raise performance bands at all levels</p>	<p>There was a 310 average quantile growth on the Math Inventory from the beginning of the year to the end of the year. Kindergarten had the greatest growth with an average 380 average quantile growth. Education Galaxy usage decreased as teachers found other resources they preferred.</p>	<p>IP</p>
	<p>Implement Accelerated Content classes in fourth grade and 5th grade in Math</p>	<p>MI, EOG, common formative assessments, Increase numbers of AC students scoring a 4 on the EOG in Math</p>	<p>Fourth and 5th Grade Math Teachers</p>	<p>Exemplars and Frameworks Problems from the GaDOE. Expanded content presentations</p>		<p>IP</p>



Due West Elementary 2017-18 Cobb Strategic Plan

<p>6. Increase number of students academically completing every grade.(S)</p>	<p>.</p> <p>Provide tutoring during the day for at risk students</p> <p>Accept pre- service and student teachers to support small group instruction</p> <p>Utilize RISE students from Harrison High School</p>	<p>RI, MI,</p> <p>local school assessments, EOG, progress reports</p> <p>CTLS results</p> <p>report card grades</p>	<p>Administra tion and all certified staff</p>	<p>AC support from the central office;</p> <p>Tutoring funds funds;</p> <p>ELA and Math Resources</p>	<p>AC classes were implemented in fourth grade. The average Lexile score for AC students increased 90.7 points.</p>	<p>IP</p>
<p>7. Other: (Priorities specific to school.)</p>						

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

<p>District Focus Priorities 2016-2019</p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>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>



Due West Elementary 2017-18 Cobb Strategic Plan

<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Explore STEM certification. Implementation of a PBIS school wide behavior framework.</p>	<p>STEM certification criteria PBIS Survey Ga. School Health Survey Data collected in CSIS and local school data School Climate Survey</p>	<p>All Staff</p>	<p>Support from central office; collaboration with STEM schools Provide staff development opportunities</p>	<p>Staff visited STEM schools and redelivered information to committee. Sally Creel provided training for all staff in May.</p>	<p>M</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>Implement System 44 /Read 180 with at risk readers in 3rd, and 4th grades and 5th; Increase reading stamina through increased independent reading time. Utilize Front Row technology resource, and Conceptua Math Provide tutoring during the day for at risk students.</p>	<p>RI, MI, EOG, System 44/Read 180 data, and local school assessments</p>	<p>Classroom Teachers</p>	<p>System 44/Read 180, Raz-Kids, tutoring during the day tutoring funds</p>	<ol style="list-style-type: none"> 1. System 44/Read 180 was implemented for at risk 3rd and 4th graders. At risk 5th graders were added in the spring semester. A system for gathering the targeted RI and MI data for this subgroup needs to be developed. 2. The usage of Education Galaxy decreased this year as other online resources were used including Splash Math. 3. Extended day tutoring was offered in the fall semester to 5th grade students and in the spring semester for 3rd-5th students. 	



Due West Elementary 2017-18 Cobb Strategic Plan

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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school.)						

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

<i>District Focus Priorities 2016-2019</i> 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>	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational
Utilize stakeholder input to improve school processes. (AdvED)	Involve the School Council, PTA, and Foundation Board in reviewing mission and goals for PBIS as well as the overall mission and vision statement for the school	Minutes from meetings, AdvEd Survey	Administration and staff representative on each group	N/A	Minutes indicate discussion with the School Council.	IP



Due West Elementary 2017-18 Cobb Strategic Plan

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	Develop a professional development plan which addresses the team and individual goals staff have entered in TKE. This will be both on an individual and a group settings as determined by the goal.	Success of TKES goals	Administration and TKES evaluated staff	Professional development funds for training and for resources	Professional development was offered on writing SMART goals.	
Other: (Priorities specific to school.)						

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

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)
--	--



Due West Elementary 2017-18 Cobb Strategic Plan

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
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Develop a professional development plan which addresses the team and individual goals staff have entered in TKES. Training for common formative assessments through the District for CTLS, Phase 1 Set aside a day (Tuesday Team Time) for meetings during planning periods to allow for standards, the Four Questions of the PLC, engagement strategies, and assessment strategies as targeted professional development	Success of TKES goals Agendas from Tuesday Team Time and outcomes Agendas from staff meetings	Administration and TKES evaluated staff	Professional development funds for training and for resources	Professional development was offered on writing SMART goals.	
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Utilize self assessments to support staff in selecting meaningful TKES goals Develop staff development that targets the support needed to support individual and team goals	TKES self assessments TKES Goals Mid year TKES conferences Summative TKES conference	Administration and staff	TKES Platform TKES User Guides Staff development developed by administrative staff as well as District staff	New goal for this year, so this does not have historical data results	
Other: (Specific to school.)						