



Fair Oaks 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>					
	Key Actions:	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	<p><u>Focus Priority Status:</u></p> <p>IP = In Progress FO = Fully Operational</p>
	<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Identify and implement effective instructional strategies in response to student performance data through ongoing professional learning team days for all grade levels.</p> <p>Provide ongoing professional learning team days to discuss instructional strategies and examine student progress</p> <p>Provide data team days for all grade levels.</p>	<p>Data Team Meeting Agendas; Mid-Year Data Conferences</p> <p>TKES Walkthroughs, Observations & Evaluations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Data Team Days are funded with SFSD and Title money</p> <p>Implemented double specials schedule November through April to analyze instructional strategies, curriculum maps and student data every 7 days.</p> <p>Data team days were used in September to set priorities based on beginning of the year student data.</p>	<p>Discontinued double specials.</p> <p>FO</p>



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<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>Develop and implement grade level flexible formative assessments for science and social studies.</p> <p>Utilize assessments provided through CTLS for math and reading.</p> <p>Analyze this data to determine next instructional steps and flexible grouping of students</p>	<p>Local flexible formative assessments</p> <p>District Wide Screeners</p>	<p>Teachers Academic Coaches Administrators</p>	<p>CTLS training will be provided for all new staff. Refresher training for returning staff. Training will be provided by district TIS</p>	<p>CTLS was utilized by all grade levels to implement grade level formative assessments and analyze student data.</p> <p>CTLS assessment question bank was utilized to build assessments.</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>	<p>Implement training from professional learning team days with specific focus for each content area and monitor implementation</p> <p>Incorporate training on differentiation strategies for remediation and enrichment and monitor implementation.</p> <p>Provide training for Units of Study in Writing and Reading.</p> <p>Provide training for Write Score program</p>	<p>Data Team Meeting Agendas; Agendas from professional learning days and training days.</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Title 1 SFPL funds</p>	<p>Academic coaches and teacher leaders facilitated professional learning team discussions focused on standards in each content area.</p> <p>Differentiation strategies were discussed at each planning time.</p> <p>Units of Study training was provided.</p>	



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>Provide Guided Reading to track and improve student performance in reading. Provide guided reading instruction daily in grades K-5.</p> <p>Provide Really Great Reading program for students served in small group special education to develop foundational phonics and reading skills. Students served in small group pull-out instruction are ability grouped to meet specific needs in literacy.</p> <p>Include daily phonics instruction in grades K-2. Implement the Benchmark phonics program in kindergarten and first grade as part of the Ready to Read initiative.</p> <p>Provide Literacy Lab as part of specials rotation for grades K-5.</p> <p>Utilize RTI and intervention strategies within classroom instruction for students reading below level</p> <p>School-wide implementation of word walls including content vocabulary</p> <p>Provide computer resource lab for special rotation as well as classroom integration to implement technology programs to address phonemic awareness, vocabulary development, and summarizing skills in the classroom and in the computer lab (Myon, Really Great Reading, Learning A-Z)</p>	<p>Ongoing classroom assessments, DRA, Running Records, Monitor Lexile Scores using district wide screeners</p> <p>Assess kindergarten and first grade phonics every 10 days</p>	<p>Teachers Academic Coaches Administrators</p>		<p>Guided reading evident in all classrooms.</p> <p>Really Great Reading implemented with ELL students and students served in small group for special education.</p> <p>Daily phonics instruction was evident. Kindergarten Proof of Concept assessed phonics every day.</p> <p>Literacy lab was implemented as part of specials rotation for K-5</p> <p>RTI was evident in all grade levels.</p> <p><u>EOG results for student reading on grade level:</u></p> <p><u>3rd Grade:</u> 2016: 63.7% 2017: 61.6%</p> <p><u>4th Grade:</u> 2016: 40.6% 2017: 43.6%</p> <p><u>5th Grade:</u> 2016: 40.0% 2017: 56.8</p>	<p>FO</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 Math workshop model</p> <p>Include daily problem solving and Number Talks in all math instruction grades K-5</p> <p>Implement technology programs to address mathematics deficits such as operations, logic, and math vocabulary (Conceptua Math)</p> <p>Class size reduction for 4th and 5th grade (increase student teacher conferences, additional time with small group instruction and increase differentiation</p> <p>Provide computer resource lab for specials rotation to implement technology programs in mathematics to address deficits in math vocabulary, concrete/abstract math concepts</p> <p>Bi-weekly constructed response opportunities through math journaling</p> <p>Provide teachers strategies for math operations (fact fluency, sequencing, counting, operations)</p>	<p>Walkthroughs, observations, and TKES</p> <p>Progress monitoring result based on software Fact math review</p> <p>Usage and growth monitoring</p> <p>Math coaching notes and feedback</p>	<p>Teachers, Administrators , Academic Coaches</p>		<p>Guided math groups were evident in all classrooms.</p> <p>Fact fluency and estimation were incorporated consistently.</p> <p>Number Talks were evident at all grade levels.</p> <p><u>EOG (% Proficient) Results for Math:</u></p> <p><u>3rd Grade:</u> 2016: 69.9% 2017: 78.7%</p> <p><u>4th Grade:</u> 2016: 32.6% 2017: 42.4%</p> <p><u>5th Grade:</u> 2016: 30.6% 2017: 37.1%</p>	<p>FO</p>
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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Focus data team discussions on student progress monitoring and monitor implementation</p> <p>Provide additional instructional time for struggling students through IE2 proposal and 20 Day funded academic camps</p>	<p>Student progress monitoring through CTLS and data card</p> <p>Pre and post assessment data</p>	<p>Teachers, students, coaches, and Administrators</p>		<p>Double specials schedule provided time to discuss student progress and instructional strategies every 7 days.</p> <p>IE2 flexible schedule provided tutoring time before and after school. 20 day funds provided after school tutoring.</p> <p>Number of students academically completing every grade:</p> <p><u>Kindergarten:</u> 2016: 150/165 = 91% 2017: 139/166 = 84%</p> <p><u>1st Grade:</u> 2016: 153/161 = 95% 2017: 134/145 = 92%</p> <p><u>2nd Grade:</u> 2016: 153/171 = 89% 2017: 162/176 = 92%</p> <p><u>3rd Grade:</u> 2016: 153/176 = 87% 2017: 152/163 = 93%</p> <p><u>4th Grade:</u> 2016: 138/139 = 99% 2017: 145/146 = 99%</p> <p><u>5th Grade:</u> 2016: 119/125 = 95% 2017: 141/147 = 96%</p>	<p>Discontinued double specials</p> <p>Discontinues before/after school tutoring</p> <p>IP</p>
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7. Other: <i>(Priorities specific to school.)</i>	<p>Increase student attendance rates by monitoring attendance reports, conferencing with students and parents/guardians, and following the county guidelines for referrals to the school social worker.</p> <p>Offer Attendance initiatives through guidance office</p> <p>Recognize students with improved and/or consistent attendance at school assemblies.</p> <p>Provide parents with Leader-in-Me workshop to support character education and terminology.</p>	Consistent monitoring of Synergy for attendance	Teachers, students, Coaches, and Administrators , Counselors, Social Worker		<p>Student attendance was consistently monitored by counselors and school clerk. Letters were sent regarding attendance. Referrals to social worker and Truancy Intervention Panel was utilized.</p> <p>At-Ten-Dance and Count Me In celebrations were consistently conducted.</p> <p>Student attendance was recognized at awards assemblies every 9 weeks.</p> <p>Average Daily Attendance: 2016: 95.8% 2017: 95.9%</p>	<p>FO</p> <p>Discontinued At-Ten-Dance celebrations.</p> <p>IP</p>

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)
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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
Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	<p>Provide Dual Language Immersion class in kindergarten and first grade</p> <p>Provide K/1st Transition Class for students who are academically not prepared for 1st grade but not in need of a full additional year of kindergarten.</p> <p>In school tutors to provide additional academic support during instructional day as well as small group instruction</p> <p>Implement Write Score program to analyze written expression result and tailor instruction</p> <p>Provide protective time for collaboration with support staff (ESOL, EIP, SWD)</p>	<p>District Wide Screeners, CTLS Data</p> <p>Student progress monitoring data to identify students for program and assess progress during program.</p>	Teachers, Academic Coaches		<p>Flexible work schedules were provided to provide additional instructional time for students.</p> <p>6:30-2:00 8:00-3:30</p> <p>K/1st transition class was provided for students. Student progress was monitored consistently throughout the year.</p> <p>Dual Language Immersion was provided for 2 classes in kindergarten.</p>	<p>Discontinued flexible work schedules for additional instructional time.</p> <p>IP—in school tutors</p>
<p>Provide targeted resources for students:</p> <p>1. Not reading on grade level (Lexile)</p> <p>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</p> <p>3. Not on-track for graduation (S)</p>	<p>1. Implement work shop model with differentiated targeted small groups</p> <p>2. Implement work shop model with differentiated targeted small groups</p> <p>3. Provide remediation programs for students performing below grade level in core content subjects</p> <p>4. Provide two in school tutors for remediation</p>	<p>Student progress monitoring, RI/MI, running records, common assessments, District Wide Screeners</p>	Teachers, Students, coaches, and Administrators	20 Day Funds, Title	<p>IE2 flexible schedule for staff was utilized to provide additional instructional time for students. Tutoring was provided 6:30-7:15 and 2:45-3:30.</p> <p>20 Day instructional funds and Title 1 funds were used to provide after school tutoring.</p>	<p>Before/after school tutoring was discontinued.</p> <p>IP</p>



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<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>	<ol style="list-style-type: none"> 1. Gifted identified students receive 6 segments weekly in a Gifted Resource classroom. 2. Provide Advanced Content for Math in 4th and 5th grade for students meeting the model criteria. 3. Collaborative model planning between gifted education specialist and classroom teachers of gifted clustered classes in 2nd and 3rd grade. 4. Talent Development support offered as whole group lessons, small group push-in, and small group pull-out according to differentiated needs of advanced learners. 	<p>District wide screeners</p> <p>Ongoing classroom assessment</p>	<p>Teachers, students, and administrators</p>	<p>Resources for programming from allotted Gifted and AC funding</p>		<p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>Maintain Lighthouse Status as a measure of our commitment and success with The Leader in Me student leadership program</p>	<p>Evaluation and monitoring by school Lighthouse Team based on recommendations from the Covey Foundation</p>	<p>Teachers, students, Coaches, and Administrators</p>	<p>Title \$5,100.00</p>	<p>The Leader in Me continued to be the foundation of the school. Lighthouse status was maintained.</p>	<p>IP</p>

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

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<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>		<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;">Focus Priority Status: IP = In Progress FO = Fully Operational</p>



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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Use feedback from surveys to develop SSP and Title I School wide plan as well as locally presented parent workshops</p> <p>See Title I plan for detailed parental involvement initiatives</p>	<p>Survey Results</p> <p>TKES, LKES, AdvancEd, Title I</p> <p>Title I Surveys</p>	<p>Teachers, students, Coaches, and Administrators</p>		<p>Parent and staff survey results were used to develop the School Strategic Plan and Title I Schoolwide plan.</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Provide monthly parent workshops aligned to parent requests/input on Title I surveys.</p> <p>Provide family friendly PTA sponsored activities</p> <p>Provide translators for all parent events</p>	<p>Workshop agendas, event flyers</p>	<p>Parents, staff, and students</p>		<p>The Title I parent surveys were used to select and implement parent workshops. Parental involvement opportunities were provided monthly.</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>Provide quarterly parent meetings/training with a targeted focus on academic strategies.</p> <p>Nurture existing partnerships with local churches and businesses to support the school's weekend food program (Backpack Blessings) and to provide funding for classroom supplies and field trips.</p> <p>Establish additional Partners in Education to provide mentors and financial resources for school wide initiatives.</p>	<p>Survey results</p> <p>Increase in partnerships</p>	<p>Parents, staff, and students</p>		<p>Backpack Blessings continued to provide weekend food for 500+ students.</p> <p>Funding for field trips was supported by Northwest Exterminating and other local businesses.</p> <p>Additional partnerships were established with Osborne High School and The Square church.</p>	<p>FO</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>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>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide professional learning teams for small group training</p> <p>Provide release time for beginning teachers to observe highly effective instructional practices and behavior management techniques.</p> <p>Provide data team days for student progress monitoring</p>	<p>Walkthroughs, observations, student and staff surveys</p>	<p>Teachers, students, Coaches, and Administrators</p>		<p>Double specials schedule provided opportunities for professional learning and student progress monitoring.</p> <p>Release time was provided for both beginning and veteran teachers to observe effective instruction and behavior management strategies.</p>	<p>Discontinued double specials</p> <p>FO</p>



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<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Review results of student surveys with individual teachers and create a plan for improvement</p>	<p>TKES and LKES results</p>	<p>Teachers, coaches, and Administrators</p>		<p>Student survey results were reviewed with staff.</p> <p>Frequent walkthroughs were conducted to monitor teacher performance.</p> <p>LKES survey results were reviewed and used to improve leader performance and schoolwide procedures.</p>	<p>FO</p>
<p>Other: (Specific to school.)</p>	<p>Provide protective time for collaboration with support staff and teachers</p> <p>Provide weekly trainings for teachers new to the profession</p> <p>Quarterly training to support academic strategies and resources</p>	<p>Surveys,</p>				