



Ford 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 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>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> - Use the FFAS results to monitor student learning and adjust instruction - Evaluate RI and MI progress data a minimum of 3 times per year - Analyze EOG data results to identify student strengths and weakness for remediating/accelerating as needed for student learning - use formative and summative assessment results for differentiated instruction - Utilize the Data Assessment Key Team to review school wide student progress monitoring data 	<p>Touchstones RI/MI EOG Data Formative and summative teacher created assessments PLC agendas TKES</p>	<p>Administration Teachers Data Assessment Key team</p>	<p>FFAS CTLS - Assess</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"> - Monitor students performing in the bottom quartile on the RI/MI - Provide additional support through the use of extended day tutors - Identify students performing in the top quartile to provide enrichment learning opportunities - Administer mini-touchstones in ELA and Math across all grades (1-5) - Implement FFAS through CTLS Assess 	<p>TKES standard 4 RI/MI FFAS</p>	<p>Administration Teachers</p>	<p>20 Additional Day funds CTLS Assess</p>		



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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 PLCs - Develop Collective Commitments for all PLCs - Utilize common agenda for PLCs - Review and plan from Georgia Standards of Excellence - Monitor student progress and revise instruction - Collaborative planning for PBL/STEM - Use the 4 PLC questions to guide discussions 	<p>PLC agendas TKES standard 3, 6 and 9</p>	<p>teachers</p>	<p>PLC Handbook</p>		
<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 - Monitor students' reading levels using RI, DRA, FFAS, Read 180 results and classroom assessments - Identify students to participate in Read 180/System 44 - Provide extended day tutoring opportunities for students reading below grade level - Implement iStation with students receiving special education support in small group setting 	<p>RI, DRA, Read 180 System 44 EOG FFAS</p>	<p>Administrators Extended day tutors RTI teams Special ed, EIP and classroom teachers</p>	<p>Read 180 20 day funds iStation</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>	<ul style="list-style-type: none"> - Implement Conceptua in grades 3-5 - Provide extended day tutoring opportunities for students reading below grade level - Implement Number Talks - Implement Model Drawing strategies for problem solving - Provide Advanced Content instruction in math for identified 4th grade students - Monitor students' math levels using MI - Implement iStation with students receiving special education support in small group setting - Implement RTI strategies for students below grade level - Implement IEP objectives with fidelity for those students with learning disabilities 	<p>MI EOG FFAS</p>	<p>Administrators Extended day tutors RTI teams Special ed, EIP and classroom teachers</p>	<p>20 day funds Conceptua iStation</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 January 2018 - Use the RTI process to identify students struggling and provide support at each grade level - Implement Additional Year procedures as established by the district 	<p>RTI data Number of students retained</p>	<p>Administrators Counselors Classroom teachers</p>			
<p>7. Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> - Collaborate quarterly to plan and implement STEM/PBL units - Implement quarterly STEM Focus days - Encourage and support classrooms using BYOD (3rd-5th and ALP) 	<p>TKES standards 3 and 8 STEM units and pacing guide</p>	<p>Administrators Classroom teachers STEM lab teacher Community stakeholders</p>	<p>PL funds</p>		

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

<p>District Focus Priorities 2016-2019</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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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)	Implement the IE ² contract as approved by CCSD to realign when certain content is taught to better integrate units for STEM and PBL	STEM units and pacing guide	Administration Grade level PLCs			
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. Implement Read 180/System 44 and iStation for identified students. Provide support from extended day tutors and EIP teachers. 2. Implement EIP reduced class model and pull out support. Provide support from extended 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 special ed teachers.	RI/MI DRA Read 180/System 44 Extended day data RTI data EOG	Administrators Extended day tutors RTI teams Special ed, EIP and classroom teachers	20 day funds Read 180 System 44 iStation		
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 and COGAT scores to identify potential candidates for	IOWA CogAT ALP qualifying scores	Administrators ALP teachers			
Other: (Priorities specific to school.)						



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

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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>
Utilize stakeholder input to improve school processes. (AdvED)	<ul style="list-style-type: none"> - Seek and utilize input from building leadership team, school Council, PTSA, Foundation and Partners In Ed - Utilize and monitor results from AdvancED student, parent and staff surveys - Monitor LKES staff survey - Work with parents to assist in their understanding of Ford's mission and vision 	AdvancED survey LKES survey PLC meeting minutes	Administrators Teachers stakeholders	Survey results		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none"> - Hold regularly scheduled meetings of Ford PTSA, Ford Foundation and School Council. - Offer Love and Logic training to parents and teachers - Involve parents in the RTI and special education processes - Encourage parental support through a variety of volunteer opportunities - Give back to our community through CFR canned food drive, community giving tree, school supply drive, private donors who support field trips, etc. 	AdvancED survey Feedback from community stakeholders	Administrators Counselors Classroom teachers Ford Families and stakeholders			



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Other: (Priorities specific to school.)	<ul style="list-style-type: none"> -Offer STEM Educator tours quarterly to invite other educators in to observe our STEM education in action. -Collaborate with US DOE for the Green Strides tour - Access partnerships with CATO and Captain Planet to support our EE/PBL/STEM initiatives 	Surveys from Educator tours	Administrators Colleen Cauffiel Carol Horne Classroom teachers	Instructional support		
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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 (Current School Year Plan and Evaluation of previous year's plan due September 1)						Focus Priority Status: IP = In Progress FO = Fully Operational
	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)		
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"> -Implement a differentiated learning plan including opportunities in STEM, technology, PLC and writing strategies - Support and encourage the training and implementation of CCSD ELA materials in grades 3-5 -Provide mentor class for teachers new to Ford - Support regular teacher collaboration by providing quarterly opportunities for ½ day of extended collaborative planning in addition to Tuesday collaboration each week 	TKES standards 1 and 3 AdvancED survey Classroom walks PLC agendas	Administrators Classroom teachers Mentor and mentee teachers Retired teacher group	PL funds ELA adoption			
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	<ul style="list-style-type: none"> -PLC training with a focus on disaggregation of data with intentional planning of instructional strategies 	TKES standard 3, 5 and 6	Administrators Classroom teachers				



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Other:
(Specific to school.)

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