



# Green Acres 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>-Implement weekly PLCs to focus on student learning, data analysis and determine next steps for student growth in math and reading.</p>	<p>-PLC agendas -K and 1<sup>st</sup> phonics data -RI and MI data</p>	<p>Teachers Academic Coaches Admin</p>	<p>N/A</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. <b>(S)</b></p>	<p>-Develop common formative assessments during weekly PLCs. -Utilize flexible formative assessment (CTLS) for math and literacy. -Administer quarterly Reading and Math Inventory (Universal Screener).</p>	<p>-Assessment data in CTLS -Quarterly pre/post assessments -RI and MI</p>	<p>Teachers Academic Coaches Admin</p>	<p>N/A</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. <b>(LD)</b></p>	<p>-Implement weekly PLC meetings focused on literacy and math instruction to determine instructional pacing, review student data and develop common assessments.</p>	<p>-PLC agendas</p>	<p>Teachers Academic Coaches Admin</p>	<p>N/A</p>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b>  <i>(Based on CCRPI Reading Scores)</i></p>	<p>-Provide a balanced literacy approach utilizing guided reading and the workshop model addressing specific needs based on RI data and running records.</p> <p>-Continue district phonics initiative with a focus on the benchmark phonics strategies and intentional remediation after each 10 day assessment cycle.</p> <p>-Implement with consistency System 44/Read 180</p>	<p>-Lesson Plans          -Focus Walk Data          -RI Data          -Milestones data</p> <p>-10 day assessment data results</p> <p>-Quarterly RI assessment</p>	<p>Teachers          Academic Coaches          Admin</p>	<p>Quarterly Release time</p>		
<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>-Provide a balanced math approach utilizing MI data to address specific needs.</p> <p>-Continue Number talks daily with feedback to teachers from focus walks to address weaknesses in math fluency.</p>	<p>-Lesson Plans          -Focus Walk Data          -MI data          -Milestones data</p> <p>-Lesson Plans          -Focus Walk Data          -MI data          -Milestones data</p>	<p>Teachers          Academic Coaches          Admin</p>	<p>Quarterly Release time</p>		



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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>-Implement differentiated lessons utilizing assessment data.</p> <p>-Monitor student progress during PLC planning sessions and data analysis sessions.</p> <p>-Continue to implement the RTI process with a focus differentiation and intervention strategies.</p>	<p>-Lesson Plans -RI and MI data</p> <p>-RI and MI data</p> <p>-RTI data from portal -Lesson Plans</p>	<p>Teachers Academic Coaches Admin</p>	<p>N/A</p>		
<p>7. Other: (Priorities specific to school.)</p>						

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;">Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b></p>					
	<p style="text-align: center;"><u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p style="text-align: center;"><b><i>Focus Priority Status:</i></b> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b></p>	<p>Implement Learning Gardens lessons to provide hands on literacy, math, and science experiences related to real world learning activities.</p>	<p>-Lesson Plans -Focus Walks -Garden Sign Up</p>	<p>Teachers Academic Coaches Admin</p>	<p>N/A</p>		



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Provide reading intervention through Read 180/System 44 and Leveled Literacy intervention program.</li> <li>2. Provide a balanced math approach including guided math with remediation based on MI data and formative assessments.</li> <li>3. Support for students through Special Education and RTI.</li> </ol>	<p>-RI data</p> <p>-Lesson Plans</p> <p>-MI data</p> <p>-Formative classroom assessments</p> <p>-RTI data from portal</p> <p>-EIP goal data</p>	<p>Teachers</p> <p>Academic</p> <p>Coaches</p> <p>Admin</p>	<p>District funds</p> <p>Title I</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. <b>(AD)</b></p>	<p>-Provide differentiated lessons in the classroom to advanced students.</p>	<p>-Lesson Plans</p> <p>-Focus Walks</p>	<p>Teachers</p> <p>Academic</p> <p>Coaches</p> <p>Admin</p>			
<p><b>Other:</b> (Priorities specific to school.)</p>						



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

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	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed</b> :</p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<p>-Conduct monthly parent involvement workshops addressing academic standards and use of learning gardens to teach literacy, math and science.</p> <p>-Analyze climate survey results to identify areas that need improvement.</p>	<p>-Parent sign in sheets to track participation</p> <p>-Survey results</p>	<p>Parent liaison Title one coaches Leadership team</p>	<p>Title I</p>		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<p>-Implement hours of operation for parent resource center to support families with students at home.</p> <p>-Offer parent English classes to support parents in helping students with reading and math at home.</p> <p>-Offer technology classes for parents to support students in use of web based reading programs at home.</p>	<p>-Parent sign in sheets to track usage</p> <p>-Parent survey</p> <p>-Parent sign in sheets to track participation</p> <p>-Parent sign in sheet to track participation</p>	<p>Parent liaison Admin</p>	<p>Title I</p>		
<b>Other:</b> (Priorities specific to school.)						



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

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	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)	<b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	- Develop a school-wide professional development plan with a focus on the workshop model for reading and math, balanced literacy and balanced math to ensure all teachers are highly trained in effective strategies, formative assessments, student progress monitoring based on grade level needs.	-TKES Walks -RI and MI data -CTLS Formative assessments	Admin	N/A		
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	-Align professional development according to TKES and LKES data from 2016-2017 to plan group and individual professional learning.	-TKES walks -TKES/LKES self-assessment data	Admin	N/A		
<b>Other:</b> (Specific to school.)						