



# Hendricks 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 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><i>Focus Priority Status:</i></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>Conduct weekly Collaborative Team Meetings within each PLC to include Data Team Meetings; Principal's Advisory Committee meetings two times per month</p>	<p>Meeting Agendas, Meeting Minutes</p>	<p>Certified teachers, certified support staff, leadership team (PAC)</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>Administer common assessments, including Touchstone Assessments, using CTLS Assess</p> <p>Develop common formative assessments in all core content areas with the support of TTIS and Assessment Supervisor</p>	<p>Collaborative Team Meeting Agendas and Minutes</p> <p>CTLS Assess Results</p>	<p>Admin, Grade level teachers, support staff, academic coaches, TTIS</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>Provide professional learning for certified staff throughout the year to foster the development of Professional Learning Communities (PLCs) at Work</p> <p>Provide regularly scheduled weekly planning time to hold collaborative team meetings</p> <p>Measure the performance of PLCs using PLC implementation Rubric</p>	<p>Collaborative Team Meeting Agendas and Minutes</p> <p>PLC Implementation Rubric results</p>	<p>Admin, members of each PLC</p>	<p>N/A</p>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Implement a professional learning course for all teachers of reading in intermediate grades (3-5) after school. Sessions will be held on 10 dates from August-April to total 20 hours.</p> <p>Provide extended day tutoring.</p> <p>Implement specific reading intervention Read 180/System 44 in grades 4 &amp; 5.</p>	<p>Results of the RI universal screener.</p> <p>Previous results:</p> <table border="1" data-bbox="1134 373 1281 584"> <thead> <tr> <th colspan="2">RI % Prof./Adv.</th> </tr> <tr> <th colspan="2">Spring 2017</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup></td> <td>45.0</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>44.7</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>47.8</td> </tr> <tr> <td>4<sup>th</sup></td> <td>38.1</td> </tr> <tr> <td>5<sup>th</sup></td> <td>43.0</td> </tr> </tbody> </table>	RI % Prof./Adv.		Spring 2017		1 <sup>st</sup>	45.0	2 <sup>nd</sup>	44.7	3 <sup>rd</sup>	47.8	4 <sup>th</sup>	38.1	5 <sup>th</sup>	43.0	<p>Academic coaches, EIP teachers, grade level teachers, IRR teachers, extended day tutors</p>	<p>20 Day funds</p>		
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<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Provide instructional support and professional learning for all teachers of math (K-5) during collaborative planning meetings and during Early Release Days.</p> <p>Provide extended day tutoring.</p> <p>Implement specific math intervention Math 180 as part of EIP push in math support in 5<sup>th</sup> grade.</p> <p>Accelerate the learning of students in math through EIP support using the specific math interventions Focused Math Intervention and Conceptua Math.</p>	<p>MI universal screener</p> <p>Previous results:</p> <table border="1" data-bbox="1134 787 1281 998"> <thead> <tr> <th colspan="2">MI % Prof./Adv.</th> </tr> <tr> <th colspan="2">Spring 2017</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup></td> <td>45.7</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>43.5</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>30.9</td> </tr> <tr> <td>4<sup>th</sup></td> <td>38.1</td> </tr> <tr> <td>5<sup>th</sup></td> <td>33.0</td> </tr> </tbody> </table>	MI % Prof./Adv.		Spring 2017		1 <sup>st</sup>	45.7	2 <sup>nd</sup>	43.5	3 <sup>rd</sup>	30.9	4 <sup>th</sup>	38.1	5 <sup>th</sup>	33.0	<p>Academic coaches, grade level teachers, EIP teachers, IRR teachers, extended day tutors</p>	<p>20 Day funds</p> <p>Title I funds (for extended collaborative planning days)</p>		
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<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Meet regularly (every 5 weeks) as grade level teams to monitor progress of students on RTI Tier 2</p> <p>Plan meetings to include all critical stakeholders regularly for students on RTI Tier 3</p>	<p>RTI Portal Data</p>	<p>Teachers, counselors</p>																	
<p>7. <b>Other:</b> (Priorities specific to school.)</p>	<p>Implement a Georgia Pre-K class on site at Hendricks during the 2017-18 year increase capacity for early learners in literacy and math.</p>	<p>Georgia's Pre-K Work Sampling Assessment System</p>	<p>Pre-K teacher</p>	<p>Georgia Pre-K funding</p>																



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

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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>
<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>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. Use specific reading interventions including Read 180/System 44, Reading Recovery, along with Guided Reading in grades K-5</li> <li>2. Use specific math interventions including Math 180 (grade 5), Focused Math Intervention, digital resources such as Conceptua math to provide personalized support.</li> <li>3. Provide extended day tutoring for students who need accelerated learning.</li> </ol>	<p>Student achievement as measured by progress in reading on the RI and progress in math on the MI</p> <p>Monitor number of students who successfully exit EIP support</p>	<p>EIP teachers, grade level teachers, counselors, academic coaches, admin</p>			



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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. <b>(AD)</b>	Provide eligible students with gifted classes or Talent Development classes to advance learning in grades 1-5; Offer after school Mathletics Club to enrich to mathematics instruction in a competitive environment.	Student achievement as measured by progress in reading on the RI and progress in math on the MI	Gifted Teacher  Academic Coaches	N/A		
<b>Other:</b> (Priorities specific to school.)						

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

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Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	Design family/community learning activities based on the ongoing perceptual data gathered from stakeholders following family engagements events throughout the year.	Results of learning event surveys	Admin, parent facilitator, academic coaches			



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Provide learning events for parents to build capacity for supporting student learning at home (Books 'n Bites &amp; Munch 'n Math).</p> <p>Organize Family Learning Nights, such as Family Math Night and Mad Science Night to bring parents, students, &amp; community members together to celebrate &amp; explore learning in different content areas.</p>	<p>Parent Flyers that advertise upcoming events</p> <p>Survey results taken during learning events</p> <p>Sign-in sheets</p>	<p>Admin, academic coaches, parent facilitator</p>			
<p><b>Other:</b> (Priorities specific to school.)</p>	<p>Organize Parent Support Night(s) that are tailored for parents of students with disabilities and other specific learning needs.</p>	<p>Event flyers, Agenda &amp; schedule of offerings, sign in sheets</p>	<p>SSA, special education teachers, ESOL teacher, EIP teachers</p>	<p>N/A</p>		

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



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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>						
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>						
<p><b>Other:</b> (Specific to school.)</p>						