



# Lewis 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><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>Maintain a fully operational Data Team PLC</p> <p>Use formative and summative assessment results for grade level PLCs to collaboratively plan differentiated instruction based on student data.</p> <p>Monitor student achievement and adjust instruction based on data.</p> <p>Evaluate RI and MI data at least three times during the year.</p>	<p>PLC grade level team minutes</p> <p>RI</p> <p>MI</p> <p>EOG</p>	<p>Teachers, Admin</p>	<p>Collaborative Planning time</p> <p>I Respond</p> <p>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. <b>(S)</b></p>	<p>Utilize the RI and MI to monitor students performing in the bottom quartile.</p> <p>Provide additional support through the use of Reduced Class EIP models and extended day tutoring.</p> <p>Identify students performing in the upper quartile and provide extension opportunities such as Talent Development (K – 5) and A/C classes (4<sup>th</sup> and 5<sup>th</sup>)</p> <p>Administer and use County Touchstone Mini Assessments to monitor reading and math.</p>	<p>RI</p> <p>MI</p> <p>EIP checklist</p> <p>CTLS Assess</p>	<p>Teachers, Admin</p>	<p>PLC sessions</p> <p>Extended day funds</p> <p>CTLS Assess</p>		



# Lewis Elementary School 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>Provide training on PLCs and implementation</p> <p>Develop PLC norms</p> <p>Develop Collective Commitments as a staff</p> <p>Use 4 PLC questions to guide PLC discussions</p> <p>Provide continued training for: Office 365, refreshers on FFAS, optional Technology trainings, such as Smartboard and Win 10) provided by TTIS</p>	<p>Sign in sheets, PLC minutes</p>	<p>Teachers, Admin</p>	<p>Professional learning sessions – grade level and vertical</p>		
<p>4. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI Reading Scores)</i></p>	<p>Identify bottom quartile of students based on RI and other assessment data</p> <p>Implement RTI strategies for students below grade level</p> <p>Implement Read 180 and System 44 for select 2<sup>nd</sup> – 5<sup>th</sup> graders</p> <p>Implement IEP goals and objectives with fidelity for SWD</p> <p>Provide extended day tutoring for below level readers.</p>	<p>RI</p> <p>Read 180/System 44 software</p>	<p>Teachers, Admin</p>	<p>Read 180 and System 44 licenses</p> <p>After school tutors using extended day funds</p>		



# Lewis Elementary School 2017-18 Cobb Strategic Plan

<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>Identify bottom quartile of students based on MI and other assessment data</p> <p>Monitor data collected from the MI administration</p> <p>Provide effective math instruction to include Guided math.</p> <p>Implement RTI strategies for students below grade level</p> <p>Implement IEP goals and objectives with fidelity for SWD</p> <p>Provide extended day tutoring for below grade level in math</p> <p>Implement Conceptua 3<sup>rd</sup> – 5<sup>th</sup> grades</p>	<p>MI results</p>	<p>Teachers, Admin</p>	<p>Extended day tutoring using 20 day funds</p>		
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Target bottom quartile of students and provide additional instructional resources via EIP Self Contained and Reduced class models.</p> <p>Provide extended day tutoring for students below grade level</p>	<p>RI, MI, EOG results</p>	<p>Teachers, Admin</p>	<p>EIP funds</p> <p>Extended day tutoring using 20 day funds</p>		
<p><b>7. Other:</b> (Priorities specific to school.)</p>	<p>Encourage and support technology usage especially in BYOD classrooms</p> <p>Build student - student relationships through continued use of EBIS (“Everyone Behaves in School”) program</p> <p>Focus on building more effective collaborative teams using the PLC model.</p> <p>Provide Advanced Content instruction in Math and Reading for identified 4<sup>th</sup> and 5<sup>th</sup> grade students.</p>	<p>Lesson plans</p> <p>Discipline data</p> <p>PLC minutes</p>	<p>Teachers, Admin, Counselors, TTIS</p>	<p>IPADS</p>		



# Lewis Elementary School 2017-18 Cobb Strategic Plan

## 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><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>Provide Accelerated Content curriculum in 4<sup>th</sup> and 5<sup>th</sup> grade to qualified students.</p> <p>Implement BYOD in select 4<sup>th</sup> and 5<sup>th</sup> grade classrooms.</p> <p>Implement Read 180/System 44</p> <p>Maintain the "No Place for Hate" Bullying Prevention Program</p>	<p>RI</p> <p>MI</p> <p>Read 180 software</p> <p>EOG scores</p> <p>Discipline data</p>	<p>Teachers, Admin, Counselors</p>	<p>AC course resources</p> <p>No Place for Hate activities</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 <b>(S)</b></p>	<p>Implement Read 180/System 44 for identified students.</p> <p>Provide "Study Island" (Reading, Math, Science, and Social Studies) web based program for all 2<sup>nd</sup> – 5<sup>th</sup> grade students</p> <p>Provide "Think Through Math" web based program for select 3<sup>rd</sup> – 5<sup>th</sup> grade classrooms. ½ of each grade level will pilot this program</p> <p>Extended Day tutoring for qualifying K – 5<sup>th</sup> grade students</p>	<p>RI, MI, Read 180 software, EOG scores, Study Island reports</p> <p>MI and EOG data</p>	<p>Teachers, Admin</p>	<p>Cell tower funds for Study Island</p> <p>EIP Office is providing this for Lewis</p>		



# Lewis Elementary School 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. <b>(AD)</b>	Use the IOWA, CogAT, and EOG scores to identify potential candidates for AC eligibility, remediation and tutoring.	IOWA, CogAT, AC qualifying scores		None		
<b>Other:</b> (Priorities specific to school.)						



# Lewis Elementary School 2017-18 Cobb Strategic Plan

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

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Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	Seek and utilize input from various stakeholder groups (Building Leadership team, Counselor Advisory Council, School Design Teams, School Council, PTSA Board and Partners in Education).	Survey results, minutes from meetings	Teachers, Admin.	None		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<p>Advertise and encourage parent participation at ESOL Open House, Gifted Open House, Engineering Night, Science Night, Art Night, Books for Bingo Night, Breakfast with Santa, Watch DOGS, Fall Festival, volunteer opportunities in classrooms, PTSA restaurant nights, PTSA Coffee Chat, and Spring Family Fun Night.</p> <p>Assist Spanish speaking families (bilingual Clerk)</p> <p>Encourage parent attendance for 2 parent workshops (Bullying and Social Media) with Dr. Patti Agatston</p> <p>Hold regularly scheduled meetings of the Lewis PTSA and School Council</p> <p>Involve parents in the RTI and Special Education process</p>	<p>School Calendar</p> <p>Parent participation in events</p>	Teachers, Admin, Counselors	County dial out system		



## Lewis Elementary School 2017-18 Cobb Strategic Plan

<b>Other:</b> (Priorities specific to school.)	Provide monthly perfect attendance certificates and incentives for students and staff	Monthly attendance data	Teachers, Admin	Partners in Ed to provide financial support for dog tags and staff incentive gift		
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# Lewis Elementary School 2017-18 Cobb Strategic Plan

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

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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	<p>Support weekly PLC teacher collaboration through protected collaborative planning.</p> <p>Enhance teacher's toolbox of engaging strategies through technology trainings</p>	Lesson plans, PLC minutes	Teachers, Admin.	TTIS		
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	<p>Use TKES self-assessment and walkthrough data to identify professional learning needs.</p> <p>Use LKES Survey results to identify areas of improvement for administrative team</p> <p>Ensure that teachers scoring in Level I or II are on a PLP</p>	<p>TKES/LKES Self Assessment</p> <p>TKES Walkthrough and Formative Assessment results</p>	Admin	None		
<b>Other:</b> (Specific to school.)						