



Nickajack Elementary School 2017-18 Cobb Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p>2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>					
	<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 Septe mber 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Utilize weekly collaborative team meetings for all teachers to analyze student data and determine next steps and strategies to ensure student success.</p>	<p>K/1 Phonics, 1-5 Running Records, DRA, MI, RI, Read 180, System 44, CTLS, Milestones, IOWA</p>	<p>Teachers and Administration</p>	<p>Collaborative Planning</p>		<p>IP</p>

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<p>2. <i>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)</i></p>	<p>Create and deliver common formative assessments in math, reading, and writing</p> <p>Provide scheduled times for grade level data and RTI teams to meet and analyze assessment data and adjust instruction based on results</p> <p>Provide collaborative planning days for teachers (1/2 day planning sessions each quarter and Super Specials each month)</p>	<p>Teacher created common assessments</p> <p>Team minutes</p> <p>Increased percentage of students meeting and exceeding standards as measured by common summative assessments</p> <p>Review documentation of data team results and strategies implemented</p> <p>TKES ratings</p>	<p>Administration, all teachers</p>	<p>Funds for substitute teachers</p>		<p>IP</p>
<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>Deliver professional learning on RTI strategies/interventions, PBIS, data teaming and the data team process, collaborative planning, and CTLS.</p> <p>Implement PLC's including whole staff, grade level collaborative teams, Teacher Leader Team, PBIS, RTI, and Data teams.</p> <p>Target the movement of students from does not meet to meets and meets to exceeds</p>	<p>Lesson plans</p> <p>RTI meetings and RTI Portal</p> <p>Increased student achievement on the GA Milestones</p> <p>TKES ratings</p> <p>PBIS, Leadership Team, and Data team meetings and minutes</p> <p>Summary reports from CSIS</p>	<p>Administration, all teachers</p>	<p>Tuesday/Thursday staff meetings, common daily plannings, PBIS Coach and Team Leader, behavior specialists, school counselors, school psychologist</p>		<p>IP</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>Submit DRA and RI records</p> <p>Continue RTI and Special Education strategies for students below grade level</p> <p>Utilize EIP services using System 44 and Read 180</p> <p>Teach phonics instruction in reading, writing, and spelling</p> <p>Implement Extended Day Tutoring 3rd – 5th</p> <p>Identify students in our bottom quartile on GA Milestones ELA</p>	<p>Review data sheets for student growth (DRA, RI, common formative assessments)</p> <p>Report cards</p> <p>GA Milestones</p> <p>TKES</p>	<p>Administration, all teachers</p>	<p>20 Day Funds, System 44, Read 180, Desktop computers in EIP self-contained classrooms</p>		<p>IP</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>Fully implement literacy in math problem solving</p> <p>Fully implement number talks</p> <p>Balance teaching and learning between computation and process</p> <p>Continue RTI and Special Education strategies for student below grade level</p> <p>Implement Extended Day Tutoring 3rd – 5th</p> <p>Identify students in our bottom quartile on GA Milestones ELA</p> <p>Implement Data Team process</p>	<p>Review data sheets for student growth (MI, common formative assessments)</p> <p>Report cards</p> <p>GA Milestones</p> <p>TKES</p> <p>Lesson and Unit Plans</p> <p>Data Team meeting minutes</p>	<p>Administration, all teachers</p>	<p>20 Day Funds</p>		<p>IP</p>
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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Identify students early</p> <p>Utilize the Data team and RTI process for collaborating about, implementing and monitoring student interventions and strategies</p> <p>Develop partnerships with families of struggling learners</p>	<p>Utilize results of SLOs, common formative assessments, DRA, RI, MI, and other assessments to identify and monitor student progress</p> <p>RTI data</p> <p>Progress reports and report cards</p>	<p>Administration, all teachers, school counselors</p>	<p>Administration, all teachers, school counselors</p>		
<p>7. Other: (Priorities specific to school.)</p>						

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

<p>District Focus Priorities 2016-2019</p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<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>



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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Implement Dual Language Immersion English/Spanish for K and 1st grade</p> <p>Implement PBIS</p> <p>Continue developing the innovative Learning Commons with interactive learning activities</p> <p>Provide Gifted clustering, collaboration, and Talent Development for all grade levels</p>	<p>SLOs, student conversation</p> <p>Decrease in office referrals</p> <p>Increase in use of this space and different kinds of uses</p> <p>Increase number of students qualifying for gifted services</p>	<p>Administration, all teachers, media specialist, PBIS Coach</p>	<p>Funds from PTA and Foundation</p>		<p>IP</p>
<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Use 20 Day funding for reading tutors in grades 3-5 for targeted students; implement new reading adoption; implement System 44/Read 180 2. Use 20 Day funding for math tutors in grades 3-5 for targeted students 3. Gather and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment 	<p>System 44/Read 180, RI, DRA, GAM, CFA</p> <p>MI, CFA</p> <p>RTI Portal, IEPs</p>	<p>Administration, all teachers</p>	<p>RI, DRA, MI, CFA, CTLS, RTI Portal, 20 Day funds</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>	<p>Implement Target Clustering, Gifted Collaboration Model, Talent Development Days, and in the future – Implement Accelerated Learning opportunities in ELA for 4th/5th grade students and Math for 4th grade students to increase student achievement.</p> <p>Implement Dual Language Immersion strands in English/Spanish for students in grades K-1-2.</p> <p>Tutor under achieving students in grades 3-4-5</p> <p>Provide differentiated small group instruction in Reading, Writing, and Math to address specific learning needs of students at all achievement levels.</p>	<p>Milestones, RI, DRA, CTLS</p> <p>RI, MI, DRA, Gkids, Phonics, CTLS</p> <p>Level Literacy Intervention Kits</p> <p>Common Assessments, Conference and Conferring Notes</p>	<p>Administration and Teachers</p>	<p>20 Day, PL, Local, County, PTA, Foundation and ASP Funds</p>		
<p>Other: (Priorities specific to school.)</p>						



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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p>2017-18 Aligned Actions and Measurements (<u>Current School Year Plan and Evaluation of previous year's plan due September 1</u>)</p>					
	<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 <u>September 1</u>)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>



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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Seek, analyze, and implement parent input through: conference week surveys, Survey of SACS, Georgia Parent Survey, School Council, PTA, Foundation, emails, phone calls, and meetings</p> <p>Implement weekly communication through school website, PTA, Foundation, teacher blogs, phone call out-Braves Bulletin-Fridays at 4pm, and email blast called The Beat</p>	<p>SACS surveys, LKES surveys, conference week input, PTA, Foundation, and School Council meeting minutes</p>	<p>Administration, all teachers, parent led entities</p>	<p>Call out system, email</p>		<p>IP</p>
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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>Establish a culture where parent involvement is a regular, two-way and meaningful communication about student learning and other school activities, to include: assisting in their child’s learning; being actively involved in their child’s education at school; serving as full partners in their child’s education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities</p>	<p>Parent surveys, PTA/Foundation/ School Council participation</p>	<p>Administration, all teachers, parent organizations: PTA, Foundation, School Council</p>	<p>N/A</p>		<p>IP</p>
<p>Other: (Priorities specific to school.)</p>						



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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<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>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide regularly scheduled team plannings, ½ day planning sessions, Super Specials, PL opportunities, TKES commentary</p>	<p>Walkthroughs and Formative observations</p>	<p>Administration and all teachers</p>	<p>N/A</p>		<p>IP</p>
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Provide quality feedback in the TKES platform and through conferencing; work with those staff members on a Remediation Plan</p>	<p>Formative Survey Data</p>	<p>Administration and all teachers</p>			<p>IP</p>
<p>Other: (Specific to school.)</p>						