



Norton Park 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 3 times a year - Early Literacy Initiative K/1 - Analyze EOG data results to identify bubble students based on their scale score and Lexile level - Utilize data analysis of IOWA results for 3rd and 5th grade - Use formative and summative assessment results for differentiated instruction - Utilize biweekly PLC Data Team meetings 	Touchstones RI/MI EOG Data FFAS IOWA Formative and Summative Assessments PLC Agendas TKES Grade Level Data Sheets	Administration Teachers	FFAS CTLS - Assess		
<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"> - Collaborative instructional development each quarter - Grade level created formative assessments - Use formative assessments for individualized instruction 	TKES FFAS CTLS	Administration Teachers	CTLS Assess Collaborative Planning Time		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ul style="list-style-type: none"> - Agree on Norms for all PLCs - Utilize common agenda for PLC meetings - Use the 4 PLC questions to guide discussions - Outline our SSP and Title 1 goals - Develop Key Teams and meet regularly - Grade levels will meet weekly for grade level planning - Quarterly collaborative planning 	PLC agendas TKES Lesson Plans Meeting notes	Administration Teachers Support staff All staff- PLCs	PLC Handbook SSP, Title 1 Plan PLC forms		



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<ul style="list-style-type: none"> - Biweekly professional development and data analysis by grade level using FFAS results - Identify students on RTI and implement RTI reading - Increase the number of students meeting their IEP objectives in reading - Track students' reading levels using RI, DRA, FFAS, Read 180 results and common classroom assessments - Identify bubble students in 4th and 5th grade based on EOG scale scores and quantile levels. - Identify bubble students in 3rd grade based on IOWA achievement results - Implement million minutes read initiative for all students - Identify students to participate in Read 180 and System 44 - Support EIP and bubble students' reading goals with school-day tutoring - Use REACH adoption and Imagine Learning to support our ESOL students 	<p>RI, DRA, Read 180 System 44 EOG FFAS</p>	<p>Administrators RTI teams Special Ed, EIP, ESOL, and classroom teachers</p>	<p>Read 180/System 44 20 day funds Cell Tower Funds REACH Adoption Imagine Learning Media Center</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"> - Utilize IKAN and GLOSS to identify specific student skills - Provide school-day tutoring opportunities for bubble and EIP students - Continue to vertically implement Number Talks - Incorporate writing into our math instruction - Provide enrichment opportunities for Gifted students and talent development students. - Increase the number of students meeting their IEP objectives in math - Monitor students' math levels using MI three times a year - Identify bubble students in 4th and 5th grade based on EOG scale scores and quantile levels. - Identify bubble students in 3rd grade based on IOWA achievement results - Expect math differentiation in our instruction and lesson plans - Implement math RTI strategies for students not meeting grade level expectations - Use our math adoption as a resource to help students master grade-level standards 	<p>IKAN and GLOSS MI EOG FFAS IOWA RTI</p>	<p>Administrators tutors RTI teams Special ed, EIP, ESOL, and classroom teachers</p>	<p>20 day funds GLOSS kits Math Adoption</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> - Identify and monitor potential retention students by tracking progress reports, RI/MI scores, report cards, and teacher assessments. - Use the RTI process to identify students struggling and provide support at each grade level - Use Additional Year procedures as established by the district 	<p>RTI RI/MI Report Cards Progress Reports Retention Data</p>	<p>Administrators Counselors Classroom teachers</p>			
<p>7. Other: (Priorities specific to school.)</p>						

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



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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>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<ul style="list-style-type: none"> - Continue to implement Early Literacy initiatives in Kindergarten and 1st grade. - Continue Dual Immersion program to Kindergarten and 1st grade. - Implementation of STEM in the science lab. Integrate STEM lessons into grade level content areas. 	<p>STEM units and pacing guide. Early Literacy Cycle assessments/data.</p>	<p>Administration Early Literacy teachers DLI teachers and paraprofessionals Science Lab teacher</p>	<p>Title 1 DLI Program Specialist</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) 	<ul style="list-style-type: none"> - Implement a Read 180/System 44 Lab for identified EIP students. Support bubble students through school-day tutoring. - Maintain Self-Contained and Reduced Class models in order to support EIP students. Continue to vertically implement Number Talks through all grade levels. Utilize IKAN and GLOSS assessment tool and interventions to identify specific math splinter skills. - Implement RTI2 for students requiring academic interventions. Support ESOL/SPED students and keep track of progress through ACCESS testing and IEP goals. 	<p>RI/MI DRA Read 180/System 44 RTI data ACCESS SPED data in Goalview</p>	<p>Administrators Teachers, Special ed, EIP, ESOL and classroom teachers. RTI Team and RTI Facilitators at each grade level. School-day tutors</p>	<p>20 day funds Read 180 System 44 ESOL Reach Adoption</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. (AD)	- Develop Advanced Learning program through Talent Development. Identify students for the Advance Learning program through September IOWA/CogAT scores.	IOWA CogAT ALP qualifying scores	Administrators ALP teachers			
Other: (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. (AdvED)	<ul style="list-style-type: none"> - Seek input from School Council, BLT, Foundation, PTA, and Partners in Ed - Monitor survey results from AdvancED - Monitor LKES survey results - Increase family engagement through consistent communication and active involvement 	Survey Results LKES Meeting Minutes	Administrati on			



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	<ul style="list-style-type: none"> - Schedule regular meetings for School Council, BLT, Foundation, PTA, and Partners in Ed - Provide Parent Workshops to address parent needs and academic focus - Quarterly Chat and Chew with Principal 	Agendas Event Flyers Parent Workshop Sign-In	Administration Parent Facilitator			
Other: (Priorities specific to school.)						

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. (AD)</p>	<ul style="list-style-type: none"> - Weekly collaborative team planning - Quarterly collaborative planning - Support and encourage the training and implementation of new CCSD ELA materials - New Teacher Academy - Teacher Mentors - Peer Observations - Ensure collaboration on use of CTLs to analyze current data - DLI Training - Early Reading Initiative - Professional development in differentiated instruction for Math and ELA 	<p>TKES AdvancED Surveys Classroom Walkthroughs PLC Agendas Grade Level Minutes</p>	<p>Administrators Classroom Teachers Mentors</p>	<p>PL funds ELA Adoption Early Literacy Materials</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<ul style="list-style-type: none"> - Monitor formative and summative assessments in TKES/LKES platform - Develop action plan for improvement based on teacher needs 	<p>TKES/LKES</p>	<p>Administrators Classroom teachers</p>	<p>TKES Platform</p>		
<p>Other: (Specific to school.)</p>						