



# Powers Ferry 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<br/>2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities:<br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvEd, Superintendent-S, Academic<br/>Division-AD, and Leadership Division-LD)</i></p> | <p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b><br/>(Current School Year Plan and Evaluation of previous year's plan due September 1)</p>   |   |   |                                     |   |  |
|--|--|---|---|-------------------------------------|---|--|
|  | <p><b>Key Actions:</b><br/>(List as many actions as needed in each<br/>box.)</p>   | <p><b>Measured<br/>by:</b></p>  | <p><b>Owner(s):</b></p>                               | <p><b>Resources<br/>Needed:</b></p> | <p><b>Results<br/>of Key Actions from<br/>last year's plan:<br/>(Due September 1)</b></p> | <p><b>Focus<br/>Priority<br/>Status:</b><br/>IP = In<br/>Progress<br/>FO = Fully<br/>Operational</p> |
| <p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>   | <p>Conduct guided reading and math instruction with the use of data collected and analyzed from CTLS Assess</p> <p>Conduct readers' workshop daily based on PLCs and data analyzed from RI and DRA student Lexile levels.</p> <p>Provide focused math instruction, keeping students' needs in mind and MI quantile measurement levels.</p> | <p>CTLS - FFAS</p> <p>RI, MI</p> <p>Teacher Lesson Plans</p> <p>TKES and Observations</p> | <p>Admin.</p> <p>Teachers</p> <p>Academic Coaches</p> | <p>TTIS</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>Analyze data consistently to gauge math and reading progress through assessments derived from CTLS Assess</p>   | <p>CTLS</p>   | <p>Classroom Teachers</p> <p>Admin.</p>               | <p>TTIS</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 collaborative opportunities to develop grade teams as a school-wide PLC, differentiated based on staff needs.</p>   | <p>PLC artifacts</p>  | <p>Classroom Teachers</p> <p>Admin.</p>               | <p>N/A</p>                          |   |  |



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| <p>4. Increase percentage of students reading on grade level. <b>(S)</b><br/>(Based on CCRPI Reading Scores)</p>  | <p>Identify students not reading on grade level based on quarterly RI assessment. Implement prescriptive strategies to improve vocabulary skills and move students forward along the Lexile band.</p> <p>Implement differentiated targeted approach constructed response strategies in grades K-5.</p> <p>Provide struggling readers with in-school and after school tutoring.</p> | <p>RI, CTLS, DRA</p> <p>Lesson Plans</p> <p>Tutoring Rosters</p> | <p>Classroom Teachers</p> <p>Academic Coaches</p> <p>Admin.</p> | <p>TTIS</p> <p>20 day-Title 1 funds</p> |  |  |
| <p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b><br/>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p> | <p>Identify students functioning on grade level in operations, measurement, and geometry. Implement prescriptive strategies to improve math skills based on previous Milestone and baseline SMI scores.</p> <p>Implement differentiated guided math with fidelity</p> <p>Provide in-school and after school tutoring for students struggling in math.</p>                          | <p>MI, CTLS, DRA</p> <p>Lesson Plans</p> <p>Tutoring Rosters</p> | <p>Classroom Teachers</p> <p>Academic Coaches</p> <p>Admin.</p> | <p>TTIS</p> <p>20 day-Title 1 funds</p> |  |  |
| <p>6. Increase number of students academically completing every grade.<b>(S)</b></p>  | <p>Embed RTI process in PLCs with fidelity keeping the (4) Big Questions prevalent</p>   | <p>Common Assessment Protocol</p> <p>RTI Data Portal</p>         | <p>Admin<br/>Classroom Teachers<br/>Counselors</p>              | <p>N/A</p>                              |  |  |
| <p><b>7. Other:</b><br/>(Priorities specific to school.)</p>  |  |  |   |   |  |  |

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

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| <b>Focus Priorities:</b><br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)   | <b>Key Actions:</b><br>(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><br>(Due September 1) | <b>Focus Priority Status:</b><br>IP = In Progress<br>FO = Fully Operational |
|--|--|---|------------------------------------|---------------------------|---|---|
| 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>  | Implement PBIS framework using specific guidelines for expectations based on the needs of the school.  | PBIS Action Plan<br><br>Team Agenda               | PBIS Team                          | PBIS District Coordinator |   |   |
| Provide targeted resources for students:<br>1. Not reading on grade level (Lexile)<br>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)<br>3. Not on-track for graduation <b>(S)</b>  | 1. Identify students not reading on grade level and use extend-day tutoring funds to tutor students in grades 3-5;<br>2. Provide CTLS and SMI data analysis opportunity to identify students needing tutoring.<br>3. Implement PLC process to monitor student progress and provide collaborative strategies to move them forward | CTLS<br><br>RI, MI<br><br>PLC assessment protocol | Admin Teachers<br>Academic Coaches | TTIS                      |   |   |
| 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> | <b>N/A</b>   |   |                                    |                           |   |   |
| <b>Other:</b><br>(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>  | <p>Provide Math and Literacy sessions at different times throughout the school year as requested by parents.</p> <p>Review surveys and develop strategies for increased parent communication and family engagement.</p> | <p>School Website</p> <p>Teacher Communication Log</p> <p>Session Agenda</p> | <p>Academic Coach</p> <p>Parent Facilitator</p> <p>Admin</p> | <p>Title 1 Funds</p>     |   |   |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>  | <p>Provide instructional resources and reading material for students to take home and use with parents.</p> <p>Provide opportunities for parents to visit the local school parent resource center.</p>                  | <p>Activities Newsletter</p> <p>Sign in Sheet</p>                            | <p>Parent Facilitator</p>                                    | <p>Title 1 Funds</p>     |   |   |
| <b>Other:</b><br>(Priorities specific to school.)  |   |  |  |                          |   |   |

## 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>          | Implement weekly PLC grade level meetings/ training on CTLS<br><br>Provide quarterly ½ day collaboration sessions to discuss standards, assessments, student progress and teaching techniques | CTLS teach/ assess<br><br>PLC agenda<br><br>Assessment Protocol | Teachers<br>Admin<br>Academic<br>Coach | TTIS                     |   |   |
| Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>   | Conduct a needs assessment and review TKES teacher self-assessments   | Needs Assessment results<br><br>Self-assessment results         | Admin                                  | N/A                      |   |   |
| <b>Other:</b><br>(Specific to school.)   |   |   |  |                          |   |   |