



Russell Elementary 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><u>Focus Priorities:</u> <i>(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>Resour ces Nee ded:</p>	<p>Results of Key Actions from last year's plan: <u>(Due September 1)</u></p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>



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<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Implement quarterly schoolwide data team meetings by using CTLS to focus on one or two critical power standards in order to guide instruction.</p>	<p>CTLS</p>	<p>Administration Teachers Academic Coaches</p>	<p>TTIS</p>		
	<p>Utilize CTLS to assess students understanding of the standards, analyze the data to determine which students know the standards and to adjust instruction for students who need acceleration and enrichment.</p>	<p>CTLS</p>		<p>TTIS</p>		
	<p>Utilize the Reading Inventory (RI), Running Records, and DRA, to collect relevant reading information (Lexile levels, fluency, and comprehension) to focus on continued improvement.</p>	<p>RI, Running Records, DRA</p>				
	<p>Utilize Math Inventory (MI) and summative assessments to monitor math progress and implement differentiated math instruction.</p>	<p>MI</p>				
	<p>Utilize the WriteScore assessment to provide guiding instruction in flexible groups or individual conferences</p>	<p>WriteScore</p>				
	<p>Utilize the Milestone to provide individualized instruction to students who are within 10-25 points from moving to the next level.</p>	<p>Milestone</p>				



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<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>	<p>Utilize CTLS to create and administer formative and summative assessments in grades K-5 for math and reading to place students in flexible groups for differentiated instruction.</p> <p>Develop constructed responses (reading and math) and extended responses (reading) to measure students' level of application (cognitive skills and content knowledge) for the purpose of providing differentiated instruction.</p>	<p>CTLS</p> <p>County Rubrics</p>	<p>TTIS RES Teachers Academic Coaches</p>	<p>TTIS Title 1 Funds</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Implementation of professional learning communities to ensure high levels of learning for all students. PLC's include:</p> <ul style="list-style-type: none"> • forming flexible groups and identifying students through formative assessments for accelerated intervention and extension (certified staff) • increasing knowledge of instructional interventions on numeracy (paraprofessionals) • reinforcing math learning goals by using a variety of research-based instructional strategies and resources (art, music, pe, science, ac teacher) • assisting teachers in using specialized interventions and probes designed to affect the way student's process information (coaches, EIP teachers) 	<p>TKES PLC Rubrics Lesson Plans PLC Meeting Minutes</p>	<p>Administration Teachers Academic Coaches</p>	<p>Title I</p>		



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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Implement collaborative RTI, SPED, and ESOL strategies for those performing below grade level.</p> <p>Utilize READ180 and SYSTEM 44 to provide additional support in reading/ELA.</p> <p>Implement additional small group reading instruction through an acceleration/enrichment block.</p> <p>Provide reading tutoring for students reading below grade level in grades 3-5.</p> <p>Utilize Write Score to increase student performance in ELA.</p>	<p>RI, DRA, Running Records, Report Cards, Milestone, Data Sheets, Write Score</p>	<p>RES Teachers Academic Coaches Counselors</p>	<p>READ 180, SYSTE M 44, Title 1, 20 Day Funds</p>		
<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>Utilize MI to assess student performance levels and design differentiated lessons to address areas of strengths and weaknesses and strength.</p> <p>Implement additional small group math instruction through remediation/enrichment block and Friday math (integration, real world, hands-on, problem-solving, etc.).</p> <p>Utilize CTLS formative assessments to differentiate instruction through flexible grouping.</p> <p>Provide math tutoring for underachieving students in grades 3-5.</p> <p>Implementation of IKan/Gloss practices to increase student performance in numeracy.</p>	<p>MI, CTLS formative Assessments, Lesson Plans, Ikan/Gloss rating scale</p>	<p>RES Teachers Academic Coaches</p>	<p>Title 1, 20 day funds</p>		



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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Implementing a collaborative RTI and additional year process.</p> <p>Monitoring students receiving grades lower than proficient</p>	<p>RTI data, Report Card</p>	<p>Administration Counselors</p>	<p>N/A</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Incorporate additional Collaborative Team Planning (CTP) to assist teachers in analyzing CTLS data, create instructional rounds, include more rigor in lessons, develop constructed and extended responses, and increase the use of technology in the classroom.</p> <p>Work collaboratively with mentors and mentees to develop a program to assist novice teachers (to teaching and/or Russell) with additional support on how to find and use resources, develop rigorous lessons, analyze data, and create flexible groups.</p>	<p>CTP planning notes Lesson plans</p>	<p>Administration Academic Coaches</p>		<p>Mentors/mentees will keep logs of their meetings, needs, etc.</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: (<u>Due September 1</u>)</p>	<p><u>Focus Priority Status:</u> 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>Utilize PBIS survey to implement PBIS best practices.</p> <p>Implementation of Dual Language Immersion in first grade.</p> <p>Implementation of Innovative RTI.</p> <p>Transformation of Media Center into Innovative Learning Commons (ILC).</p>	<p>SWIS</p> <p>DI Data</p> <p>RTI Data</p> <p>ILC progress</p>	<p>PBIS Committee, Administration, Counselors, Media Specialist</p>	<p>TBD (furniture, technology)</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. Utilize 20-Day funding and Title I funds for tutoring in grades 3-5 for targeted students. 2. Utilize MI, CTLS, ICan/Gloss, and Milestone results to identify students for tutoring in math. 3. Utilize RTI and Special Ed data to determine student readiness. 	<p>RI, DRA, READ 180, SYSTEM 44</p> <p>MI, Milestone Results, CTLS Data</p> <p>RTI Data IEP Goals SYSTEM 44 Read 180</p>	<p>Administration, Counselor SSA</p>	<p>20 Day Funds Title I Funds</p>		
<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>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		
<p>Other: (Priorities specific to school.)</p>	<p>Place AC students together with gifted endorsed teachers.</p> <p>Gifted teacher collaborating with 2nd – 5th grade target classrooms.</p>	<p>Lesson Plans</p>	<p>Administration, AC Teachers, Gifted Teacher</p>			



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

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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Analyze parent survey.</p> <p>Building Leadership Team (BLT) – involvement of all stakeholders</p> <p>PBIS – representatives from all grade level, specialist, para, county employees</p> <p>School Council – administration, teachers, parents, and business owners</p> <p>PTA – support school initiatives and increase in obtaining Partners in Education</p> <p>Partners in Education (PIE) provides additional support in acknowledging the teacher, students, and supporting school</p> <p>3rd – 5th grade Student Council members-share input with classmates, promote school spirit, provide assistance in new initiatives, and develop leadership skills.</p>	<p>Survey Results</p> <p>BLT Minutes</p> <p>School Council Minutes</p> <p>Meeting Minutes</p>	<p>CCSD</p> <p>Administration</p> <p>School Council</p> <p>PTA</p> <p>Student Council</p>	<p>N/A</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>Participation of PTA events.</p> <p>Provide 3 Assessment Nights on RI and MI to assist parents in understanding student’s academic progress and provide a reading and math strategy to support learning at home.</p> <p>Provide parent training throughout the school year to increase parental knowledge of PBIS, math strategies, and reading strategies</p> <p>Organize home-to-school writing activity to inspire parents to take an active role and increase student excitement for writing.</p> <p>Implementation of an annual writer’s theatre to celebration student writing</p> <p>See “Title I” plan.</p>	<p>Monthly activity</p>	<p>Administration</p>			
<p>Other: (Priorities specific to school.)</p>	<p>Principal Book of the Month initiative to promote reading and writing.</p>	<p>Monthly activity</p>	<p>Administration</p>			



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

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	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	<p>Implementation of master schedule to ensure common planning for all grade levels</p> <p>Professional development trainings offered to teachers to meet individual, grade level, and school needs.</p> <p>Provide mentors to novice teachers (less than 3 years' teaching experience) and/or new to Russell.</p> <p>Provide additional support through human resources and direct modeling.</p> <p>Continued support for the implementation Dual Immersion, READ 180, SYSTEM 44, and WriteScore.</p>	<p>Collaborative team meeting notes</p> <p>Professional Development Survey</p> <p>Years of Experience</p> <p>Classroom Dynamics</p> <p>Teacher Needs</p>	<p>Administration</p> <p>Academic Coaches</p>	District Support		
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Continue to identify struggling teachers based on TKES performance and provide support.	TKES Data	Administration	District Support		
Other: (Specific to school.)	Continue to seek highly qualified teachers, teachers who are fluent in Spanish for Dual Immersion (DI), and ESOL certified teachers.	DI Classrooms	Administration	District Support		



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