



Smyrna 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>	<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, GloSS, IKAN, Read 180, System 44, CTLS, Milestones</p>	<p>Teachers and Admin</p>	<p>Collaborative Planning</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. (S)</p>	<p>Implement formal and flexible assessments for K-5 students to determine instructional adjustments.</p>	<p>K/1 Phonics, 1-5, Running Records, DRA, MI, RI, GloSS, IKAN, Read 180, System 44, CTLS, Milestones</p>	<p>Teachers and Admin</p>	<p>Collaborative Planning, CTLS Training- Ellen Adams-TTIS</p>		



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<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>Participate in weekly collaborative team meetings to determine instructional pacing, review student data, develop common assessments, and participate in professional learning opportunities.</p> <p>Participate in ongoing CTLS training with Ellen Adams and Dianna Denton. Participate in ongoing Reading strategies training with Jan Richardson</p> <p>New teachers- Smyrna University- strategies training specific to individual and grade level needs.</p>	<p>District Pacing Guides, Local Curriculum Maps, Lesson Plans, CTLS Data, Assessment Results, Milestones</p>	<p>Teachers and Admin</p>	<p>Collaborative Planning, CTLS Training- Ellen Adams-TTIS, Reading strategies training with Jan Richardson, Academic Coach- Lori LeVan</p>		
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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"> • Provide intentional reading Instruction addressing specific needs based on analysis of running records. • Increase daily student independent reading time with engaging published books at appropriate reading levels. • Create constructed and extended response tasks and embed into weekly instruction to ensure students are explaining their thinking. • Utilize running record data to inform literacy instruction. • Implement small group phonics instruction for K/1 students, Level Literacy Intervention for lowest performing students 1-5, System 44 and Read 180 in grades 3-4-5. • Encourage participation in Million Minute Reading Challenge. • Continue collaboration with RTI and SPED strategies for students reading below grade level. • Tutor under achieving students in grades 3-4-5. 	<p>Running Records</p> <p>Grade level Reading Stamina Goals</p> <p>ELA Instructional Time</p> <p>Running Records</p> <p>K/1 Phonics, 1-5, Running Records, MI, DRA, Read 180, System 44, CTLS, Milestones</p> <p>Reading Logs</p> <p>RI, DRA, CTLS, Running Records</p> <p>Data Sheets</p>	<p>Teachers, Students, Parents, Admin, District Coaches, Tutors, PL with Jan Richardson</p>	<p>20 Day, PL, Title I, Local, County, PTA, Foundation, and ASP Funds</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"> • Provide instruction to address weak math fact fluency • Provide instruction to address limited understanding of number sense to include weak counting skills. • Continue collaboration with RTI and SPED strategies for students struggling with math fact fluency. • Implement additional small group math instruction for lowest performing students in primary grades (EIP). • Tutor under achieving students in grades 3-4-5. 	<p>Number Talks, IKAN, GLoSS, MI, First in Math, CTLS, Milestones</p> <p>Data Sheets</p>	<p>Teachers, Parents, Students and Tutors</p>	<p>20 Day, PL, Title I, Local, County, PTA, Foundation, and ASP Funds</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process implementing accelerated interventions and enrichment strategies for students.</p>	<p>Data Sheets, CTLS</p>	<p>Teachers, Parents, Students, and Tutors</p>	<p>Collaborative Planning, Teacher-Student-Parent Conferences</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Implement STEM challenges in grades 2-5.</p>	<p>STEM Rubrics, Grade Level Standards</p>	<p>STEM Teacher</p>	<p>20 Day, PL, Title I, Local, County, PTA, Foundation and ASP Funds</p>		



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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><u>Focus Priority Status:</u> 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>	<p>Implement Accelerated Learning opportunities in ELA for 4th/5th grade students and Math for 4th grade students to increase student achievement.</p>	<p>Milestones, RI,MI, DRA, GloSS, IKAN, CTLS</p>	<p>Teachers and Students</p>	<p>Collaborative Planning</p>		
	<p>Implement Dual Language Immersion strands in English/Spanish for students in grades K-1-2.</p>	<p>RI, MI, DRA, Gkids, Phonics, CTLS</p>	<p>Teachers, Students, District DLI Supervisor</p>	<p>District Dual Language Immersion Facilitator</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 (S)</p>	<p>1. Provide reading intervention through Level Literacy, System 44, Read 180, Million Minute Challenge and additional tutoring. Provide training in Reading strategies to improve comprehension- Jan Richardson</p> <p>2. Provide math interventions through Gloss, IKAN strategies, Math Recovery, and additional tutoring.</p> <p>3. Continue RTI Interventions</p>	<p>DRA, RI, Milestones, Running Records</p> <p>GLOSS, IKAN, Number Talks, First in Math</p> <p>RTI Data</p>	<p>Teachers, Parents, Students, Tutors, and PL with Jan Richardson</p>	<p>Collaborative Planning, Level Literacy Kits, Read 180, System 44, 20 Day, PL, Title I and ASP Funds</p> <p>Collaborative Planning</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 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 Common Assessments, Conference and Conferring Notes</p>	<p>Teachers and Admin</p>	<p>20 Day, PL, Title I, Local, County, PTA, Foundation and ASP Funds</p>		
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Utilize stakeholder input to improve school processes. (AdvED)	<p>Solicit parent participation on the Georgia Climate Survey and use the results to determine next steps for school improvement.</p> <p>Implement Parent University to address specific curriculum needs and make positive changes in the school as determined through survey results and PTA/Foundation/School Council input.</p> <p>Host Parent/Administration Q/A sessions in the Fall and Spring to encourage open dialogue and address needs/concerns in order to move forward with positive change.</p>	<p>Survey results and response rate</p> <p>Parent University Reflection Forms</p> <p>Parents Survey forms and positive discussions</p>	<p>SES teachers and admin</p>	<p>Consistent reminders through phone, marquee, website and memos</p> <p>Parent Surveys and Reflection Forms</p>		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<p>Encourage stakeholder input through ongoing PTA, School Council, Foundation, and Community Partner events.</p> <p>Invite prospective parents and students to events that showcase SES and the numerous opportunities available for promoting student success.</p>	<p>Comments, Surveys, Meeting Minutes</p> <p>Participation and Sign In Rosters</p>	<p>Teachers, Parents, Students, Community</p>	<p>Advertise scheduled meetings, minutes of meetings</p>		
Other: (Priorities specific to school.)						



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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. (AD)	Train for success of new teachers during collaborative planning and Smyrna University.	Lesson Plans, TKES	Teachers and Admin	Collaborative Planning		
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Provide PL for teachers and leaders based on individual needs as determined by TKES/LKES Professional Learning goals, Professional Learning Plans, Self-Assessment, Walkthrough, and Formative Observation results.	TKES/LKES	Teachers and Admin	Collaborative Planning		
Other: (Specific to school.)	Identify candidates who are fluent in Spanish and English to continue growing the Dual Language Immersion program K-5.	TKES and District Spanish Proficiency Test	Teachers, Admin, HR, Talent ED, World Language	Teachers, Admin and District HR support to identify and serve on interview teams and job fairs		