



# Vaughan 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;"><u><i>Focus Priorities:</i></u> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p><u><b>Focus Priority Status:</b></u> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Utilize data from CTLS Assess to fully implement the six step data team process.</p>	<p>Evidence of instructional adjustment and evidence of growth through student achievement including Data Team/PLC minutes, and TKES observations/walkthroughs</p>	<p>PLCs and Administrators</p>	<p>Six step data templates and PLC meeting minutes CTLS Assess TKES Platform</p>	<p>Results from TKES Summative Assessments indicated that 97.8% of teachers at Vaughan received a level III or IV in Assessment Uses which provided evidence of teachers adjusting instruction. Data teams met on the following days to set and analyze SMART goals based on student performance data: <b>August</b> 4th, 9th, 31st <b>September</b> 1st, 6th <b>October</b> 6th, 13th <b>November</b> 2nd, 3rd, 10th, 17th <b>December</b></p>	<p>FO</p>



# Vaughan Elementary 2017-18 Cobb Strategic Plan

					<p>2nd <b>January</b> 3rd, 4th , 30th <b>February</b> 2nd, 9th, 16th <b>March</b> 9th, 16th, 17th, 23rd <b>April</b> 12th, 13th, 18th <b>May</b> 4th, 9th, 11th, 25th, 26th</p>	
<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>Generate and analyze assessment data regularly to ensure that teachers meet individual student learning needs and adjust instruction as needed.</p>	<p>Formative Classroom Assessment results located in CTLS Assess.</p>	<p>PLCs and Administrators</p>	<p>Formative Assessments for Subject Areas</p>	<p>Results from TKES Summative Assessments indicated that 97.8% of teachers at Vaughan received a level III or IV in <i>Assessment Uses</i> which provided evidence of teachers adjusting instruction.</p> <p>On the following dates, teachers met with their grade level teams to examine student data, set SMART goals, and discuss strategies to adjust instruction:</p> <p><b>August</b> 4th, 9th, 31st</p>	<p><b>IP</b></p>



# Vaughan Elementary 2017-18 Cobb Strategic Plan

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<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 time and expectations for PLC teacher teams to collaboratively plan differentiated lessons in writing and math. Implement PLCs to ensure:</p> <ul style="list-style-type: none"> <li>• Common set of expectations for all PLCs</li> <li>• PLC norms are established for teacher teams</li> <li>• PLCs focus on the 4 Big Questions</li> </ul>	<p>PLC Minutes, Student Data, and TKES Results</p>	<p>PLCs and Administrators</p>	<p>K-5 ELA adoption, Write Score for Grade 5, Global PD, Common Writing Assessments, CCSD PLC Handbook, and MI</p>		<p>IP</p>
<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Provide differentiated and leveled reading support for students who read below</p>	<p>DRA/IRI Assessments, EOG, RI, ELA</p>	<p>EIP Teachers, Classroom Teachers,</p>	<p>DRAs/IRIs for each grade level,</p>	<p>Certified tutors worked with students during</p>	<p>IP</p>

# Vaughan Elementary 2017-18 Cobb Strategic Plan

	<p>grade level DRA and/or Lexile score. Monitor individual student reading progress through running records, adjusting instructional strategies as needed in grades K-2. Implement after school tutoring program in reading for grades 3- 5. Hire a certified tutor who provides remediated reading instruction to students in grades 3-5. Implement READ 180 and Systems 44 lab.</p>	<p>Touchstones, IOWA</p>	<p>Special Education Teachers, Certified Tutors, and Administrators</p>	<p>EOG, digital RIs, 20-day and EIP Instructional Funds, CTLS Touchstones, Read 180 resources, Streamlined Assessments in the Benchmark Literacy adoption, Professional Learning funds</p>	<p>school hours beginning October 31st and ending on April 14th. Extended day tutors worked with students after school beginning February 6th and ending on April 13th.</p> <p>Lexile Results:</p> <table border="1" data-bbox="1623 576 1854 738"> <thead> <tr> <th>Yr./Gr.</th> <th>16</th> <th>17</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>91.9</td> <td>92.3</td> </tr> <tr> <td>4<sup>th</sup></td> <td>86.7</td> <td>87.8</td> </tr> <tr> <td>5<sup>th</sup></td> <td>92.9</td> <td>88.4</td> </tr> <tr> <td>Avg.</td> <td>90.5</td> <td>89.5</td> </tr> </tbody> </table> <p>RI Results:</p> <table border="1" data-bbox="1623 815 1864 1031"> <thead> <tr> <th colspan="2">Reading Inventory Spring 2017 School-Wide Proficiency</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>37%</td> </tr> <tr> <td>Proficient</td> <td>40%</td> </tr> <tr> <td>Basic</td> <td>18%</td> </tr> <tr> <td>Below Basic</td> <td>6%</td> </tr> </tbody> </table>	Yr./Gr.	16	17	3 <sup>rd</sup>	91.9	92.3	4 <sup>th</sup>	86.7	87.8	5 <sup>th</sup>	92.9	88.4	Avg.	90.5	89.5	Reading Inventory Spring 2017 School-Wide Proficiency		Advanced	37%	Proficient	40%	Basic	18%	Below Basic	6%	
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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 &amp; HS Algebra Scores)</p>	<p>Incorporate the use of Number Talk strategies in all grade levels to provide students with essential computing skills. Provide Talent Development/Enrichment for grades 3 and 5 through the use of Hands of Equations. Provide EIP support to all students performing below grade</p>	<p>Ongoing Formative classroom assessments, Common grade level Quarterly Assessments, CTLS Assess, Touchstones, IOWA, MI, EOG</p>	<p>Classroom Teachers, EIP Teachers, Special Educational Teachers, ALP Teachers, Administrators , and Certified Tutors</p>	<p>Number Talk resources, Hands of Equation Kits, Common Formative Assessments, Digital MI, 20-day and EIP</p>	<p>EOG Math Results:</p> <table border="1" data-bbox="1623 1063 1854 1247"> <thead> <tr> <th>Yr./Gr.</th> <th>16</th> <th>17</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>69.1</td> <td>65.4</td> </tr> <tr> <td>4<sup>th</sup></td> <td>61.2</td> <td>74.1</td> </tr> <tr> <td>5<sup>th</sup></td> <td>66.4</td> <td>57.2</td> </tr> <tr> <td>Avg.</td> <td>65.6</td> <td>65.6</td> </tr> </tbody> </table> <p>MI Results:</p> <table border="1" data-bbox="1623 1323 1854 1485"> <thead> <tr> <th colspan="2">Math Inventory Spring 2017 School-Wide Proficiency</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>25%</td> </tr> <tr> <td>Proficient</td> <td>45%</td> </tr> <tr> <td>Basic</td> <td>22%</td> </tr> </tbody> </table>	Yr./Gr.	16	17	3 <sup>rd</sup>	69.1	65.4	4 <sup>th</sup>	61.2	74.1	5 <sup>th</sup>	66.4	57.2	Avg.	65.6	65.6	Math Inventory Spring 2017 School-Wide Proficiency		Advanced	25%	Proficient	45%	Basic	22%	<p>IP</p>		
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# Vaughan Elementary 2017-18 Cobb Strategic Plan

	level in mathematics. Provide after school tutoring in Math in grades 3-5.			Funds, and CTLS Touchstones	<table border="1" style="float: right;"> <tr> <td>Below Basic</td> <td>8%</td> </tr> </table> <p>Teachers collaboratively reviewed CTLS Touchstone data each quarter to adjust instruction.</p>	Below Basic	8%							
Below Basic	8%													
6. Increase number of students academically completing every grade.(S)	Ensure that students have needed support and interventions in place through special education, EIP, RTI process, and tutoring. Implementation of EOG Readiness Plan and the six step data team process to monitor student progress and identify students needing additional support/extensions.	Formative and Summative Assessments	School Counselors, EIP Teachers, Classroom Teachers, Certified Tutors, and Administrators	RTI strategies, EIP, and EOG Readiness Materials	<table border="1"> <tr> <td colspan="2">Results:</td> </tr> <tr> <td colspan="2" style="text-align: center;">% of Students Passing at least 5 Content Areas (2016)</td> </tr> <tr> <td style="text-align: center;">Vaughan</td> <td style="text-align: center;">Cobb</td> </tr> <tr> <td style="text-align: center;">99.4</td> <td style="text-align: center;">92.7</td> </tr> </table>	Results:		% of Students Passing at least 5 Content Areas (2016)		Vaughan	Cobb	99.4	92.7	IP
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7. Other: (Priorities specific to school.)														



# Vaughan Elementary 2017-18 Cobb Strategic Plan

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

<b>District Focus Priorities 2016-2019</b>  <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)																										
	<b>Key Actions:</b> (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> (Due September 1)	<b>Focus Priority Status:</b> IP = In Progress 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>	Support student learning through the STEM lab, EIP/lower class size, PALS (parent assisted learning), Read 180/Systems 44 Lab, PBIS, In school and after school tutoring	RI, MI, EOG, Touchstones	Teachers, school administratio, PBIS team	PBIS support, Cell Tower funds, 20-day instructional funds, Foundation donations for STEM, Parent volunteers, Read 180/Systems 44 support		IP																					
Provide targeted resources for students:  1. Not reading on grade level (Lexile)  2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)  3. Not on-track for graduation <b>(S)</b>	1. Differentiate instruction based on reading Lexile level.  2. Utilize Number Talks strategies, Conceptua, differentiated instruction, after school tutoring, and math lab support.	1. RI, EOG Milestones, and READ 180/Systems 44 resources  2. Common Grade level Quarterly Math Assessment, MI, EOG, CTLS Touchstones  3. Successful completion of career portfolios	Teachers, Counselors , Certified Tutors, and Administrators	1. 20-day Funds  2. 20-day funds and Number Talks resources  3. Scheduled time for PLC work and collaboration	Read 180 Results: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="text-align: center;">Avg. Lexile in August</th> <th style="text-align: center;">Avg. Lexile in May</th> </tr> <tr> <td style="text-align: center;">176</td> <td style="text-align: center;">473</td> </tr> <tr> <td colspan="2" style="text-align: center;">Lexile Increase of 297</td> </tr> </table> EOG Math Results: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="text-align: center;">Yr.</th> <th style="text-align: center;">16</th> <th style="text-align: center;">17</th> </tr> <tr> <td style="text-align: center;">3<sup>rd</sup></td> <td style="text-align: center;">69.1</td> <td style="text-align: center;">65.4</td> </tr> <tr> <td style="text-align: center;">4<sup>th</sup></td> <td style="text-align: center;">61.2</td> <td style="text-align: center;">74.1</td> </tr> <tr> <td style="text-align: center;">5<sup>th</sup></td> <td style="text-align: center;">66.4</td> <td style="text-align: center;">57.2</td> </tr> <tr> <td style="text-align: center;">Avg.</td> <td style="text-align: center;">65.6</td> <td style="text-align: center;">65.6</td> </tr> </table>	Avg. Lexile in August	Avg. Lexile in May	176	473	Lexile Increase of 297		Yr.	16	17	3 <sup>rd</sup>	69.1	65.4	4 <sup>th</sup>	61.2	74.1	5 <sup>th</sup>	66.4	57.2	Avg.	65.6	65.6	IP
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# Vaughan Elementary 2017-18 Cobb Strategic Plan

	3. Develop Career Portfolios				<p>EOG Science Results:</p> <table border="1" data-bbox="1564 186 1833 345"> <tr> <td colspan="4">Milestones Science Achievement: Percent Proficient in Levels III and IV</td> </tr> <tr> <td>Year</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>5<sup>th</sup></td> <td>55.1</td> <td>55.7</td> <td>59.0</td> </tr> </table> <p>During the school year, we maintained reduced class sizes in our EIP classrooms.</p>	Milestones Science Achievement: Percent Proficient in Levels III and IV				Year	15	16	17	5 <sup>th</sup>	55.1	55.7	59.0	
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Identify and provide resources to increase opportunities for <b>advanced</b> , 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>	Implement a Science Olympiad team, Talent Development program, Math team, Reading Bowl team, and differentiated instruction in the classroom to provide enrichment and extensions.	Standardized Student Achievement Scores and Classroom Walkthroughs	Classroom Teachers, Administrator, and Gifted Teachers	Hands-on Equation Kits, CTLS Teach, and Extension Lessons		IP												
<b>Other:</b> (Priorities specific to school.)																		



# Vaughan Elementary 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed</b> :</p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<ul style="list-style-type: none"> <li>• Seek parent input about school-wide decisions through PTSA, School Council and School Foundation</li> <li>• Provide opportunities for parents and community members to support with student recognition, academic processes, and innovative initiatives.</li> <li>• Analyze Georgia Parent Survey results to identify areas in need of improvement.</li> <li>• Increase communication via Blackboard Connect</li> </ul>	<p>Georgia Parent Survey, Meeting minutes from PTSA, School Council, and School foundation</p>	<p>School Admin., school Council members, PTSA Board and Foundation Board</p>	<p>Georgia Parent Survey Results, Collaboration time with community and parent groups</p>		<p>IP</p>





# Vaughan Elementary 2017-18 Cobb Strategic Plan

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Work collaboratively with the PTSA, Foundation and School Council to offer family events throughout the school year.</p> <p>Plan and implement curriculum family and community nights sponsored by the Vaughan staff such as Math night, &amp; STEM night.</p> <p>Collaborate with School counselors, team leaders, and district leaders to provided quarterly parent morning seminars on pertinent topics.</p>	<p>Georgia Parent Survey, Morning Seminar Agendas</p>	<p>Administrators, Counselors, Team Leaders and School-wide Committees</p>	<p>N/A</p>	<p>Below are family and community events that occurred during the 2016-2017 school year:</p> <p><b>School Council Meetings:</b>  11/1/2016  1/11/2017 3/1/2017  5/3/2017</p> <p><b>PTSA General Meetings:</b>  8/11/2016  12/15/2016  2/16/2017  3/23/2017</p> <p><b>Health and Wellness Night:</b> 4/21/2017</p> <p><b>Fall Festival:</b>  10/7/2016 Reindeer Run: 12/10/2016</p> <p>Additionally, after school clubs met weekly, and parents volunteers to help with the PALS reading program to help students with reading fluency and comprehension.</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school.)</p>						



# Vaughan Elementary 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Implement professional learning that provides teachers with best practices for creating formative assessments and analyzing student progress data.</p> <p>Provide professional learning for all grades in the areas of differentiation and student engagement in writing and math.</p>	<p>TKES Walkthroughs, Formative and Summative observation data, lesson/unit plans</p>	<p>PLCs, Administrators, and Teachers</p>	<p>District provided CTLS support, Professional Learning Funds</p>	<p>Professional learning on quarterly math planning, creating mini-lessons on phonics and comprehension, and guided instruction for all grade levels in phonics and comprehension were held on the following dates:</p> <p>August 8th September 6th October 13th November 10th December 2nd January 3rd February 9th March 9th April 13th May 11th</p>	<p>IP</p>
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<p>Observe and communicate feedback to staff members to ensure they meet the requirements embedded in the TKES and LKES standards.</p>	<p>TKES and LKES performance scores</p>	<p>Teachers and Admin.</p>	<p>TLE online platform</p>	<p>During the school year, we successfully completed the following:</p>	<p>IP</p>



# Vaughan Elementary 2017-18 Cobb Strategic Plan

	<p>Ensure all staff members set measurable Professional Growth Goals in the TKES Platform.</p>				<p>2 or more formative observations for each teacher</p> <p><b>Walkthroughs for eligible staff members</b></p> <p><b>Pre-Conferences:</b> August 1-5, 2016</p> <p><b>Mid-Year Conferences:</b> January 16-20,</p> <p><b>2017 Summative Conferences:</b> April 17 – May 8, 2017</p>	
<p><b>Other:</b> (Specific to school.)</p>						