

Due West Elementary 2018-2019 Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	Identify the priority standards for Reading and Math at each grade level for all four quarters.	Collaborative team minutes & agendas, lesson plans, observations, team created Power Standards document per quarter	<p>New goal for this year</p> <p>Grade levels use district pacing guides. They have not yet engaged in the CCC work of establishing priority standards. This will be the preponderance of our work for this school year.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Focus weekly meetings on the 4 Questions by having teams use a common meeting agenda template for their CCC meetings chosen from the three examples provided by the District Guiding Coalition.</p> <p>Create & revise common grade level assessments.</p> <p>Gather & analyze assessment data to inform flexible groupings, instructional strategies, and to measure student progress.</p>	Collaborative team agendas in Office 365, common formative assessments, observations, lesson plans	<p>New goal for this year</p> <p>Last year weekly meetings were implemented using Tuesday Team Time (TTT) during planning periods for staff development on PLCs, CTLS, and RTI². The weekly PLC meetings that teams had outside of the TTT were still focused on the busy-ness of a teacher's job rather than the business. This year we will be focused on moving from PLC Light to CCC Tigt.</p>

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<p>Monitor student progress in CTLS ASSESS quarterly using Touchstones and common formative assessments.</p> <p>Use CTLS data to answer Question #2 of the CCC Guiding Questions.</p> <p>TTIS will deliver professional learning on the new features of CTLS ASSESS and TEACH in order to guide teachers on how to better utilize this resource for assessment and planning.</p>	CTLS ASSESS usage reports, CTLS assessment data, Touchstone data	<p>New goal for this year</p> <p>As a school we received Cohort 4 professional development and an Introduction to both CTLS TEACH and ASSESS. Teachers began the process of utilizing the information available for lesson planning and resource development, as well as assessment development. This work will continue into this year as well.</p>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<p>Administer and analyze the results of the Universal Screener at minimum three times per year.</p> <p>Implement Read 180 and System 44 for students identified as Basic and Below Basic on the RI in 3rd, 4th, and 5th grade.</p> <p>Identify and create Tier 2 RTI² groups based on the Universal Screener results and provide additional small group support in grades K-2.</p>		

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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Utilize math tutoring during the day for grades 3rd-5th</p> <p>Implement Accelerated Content classes in 4th and 5th grade for math and reading</p> <p>Implement Read 180 and System 44 for at-risk students</p> <p>Implement Orton-Gillingham in primary grades and continue professional development for previously trained and not yet trained staff members.</p> <p>Implement an Intervention Day at each grade level.</p> <p>Utilize data from EOG to identify a trend of students who have a higher reading score matched with a lower writing score. Based on this trend, the classroom teacher and their students will attend at least bi-weekly modeled writing lessons with the writing coach. The writing strategies introduced can then be continued and extended by the classroom teacher in their daily classroom instruction.</p>	<p>CCRPI data</p>	<p>In Progress</p> <p>According to the CCSD Milestones Testing Brief, 88.5% of Due West 3rd graders scored on grade level in reading as compared to 75.1% of students in the district. In 4th grade, 89.3% of Due West students scored on grade level in reading as compared to 73.1% of students in the district. In 5th grade, 88.2% of Due West students scored on grade level in reading as compared to 77.1% of students in the district. Several of our students in the Read 180/System 44 program increased their overall Reading EOG from a Level 1 to a Level 2 or a Level 2 to a level 3.</p> <p>Last year was our first year of offering during the day tutoring in math. We will continue this and refine the planning & implementation of the program to provide tutors during critical instructional times as identified by the classroom teachers.</p> <p>We will continue to offer AC reading and math instruction in grades 4 and 5. Last year some grade levels planned for and implemented an Intervention Day, however this year all grade levels will be doing so.</p> <p>We will continue to offer Writing Lab instruction via the Writing Coach, but have adjusted this strategy to involve the classroom teacher also learning from the coach.</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*



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Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Involve the School Council, PTA, and Foundation Board in reviewing mission and goals for PBIS as well as the overall mission and vision statement for the school</p> <p>Introduce and implement Positively Due West theme to promote the PBIS framework school-wide</p>	GA Climate Survey data	<p>Fully Operational - School Council, PTA, and Foundation Board were involved in helping staff to develop the new mission and vision statements for the school.</p> <p>In Progress – PBIS Core team developed and delivered informational materials for parents including brochures, Open House PowerPoint, common behavior sheets</p>
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<p>Plan activities for families that encourage community involvement (e.g. Family Tailgate, Picnic in the Park, Pancakes & PJs, Bingo Night, Holiday Elves, Career Day, STEM Night, Family Dance, Trunk or Treat, LEGO Night, Trailblazer Trot, Muffins for Mom, Donuts for Dad, AC Informational Meetings)</p> <p>Parent input into student placement</p> <p>Enhance parental involvement in the PBIS framework by hosting at least one parent informational meeting and developing and distributing a PBIS informational brochure</p>	Sign in sheets, parent counts for attendance, PTA & Foundation meeting minutes, funded grants & proposals, placement letters	New goal for this year



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

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Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<p>Transition Leadership Team into a Guiding Coalition (GC) and provide ongoing professional development for the GC focused on leadership skills and challenges. Modeling a shift from the busy-ness of our work to the business of our work.</p> <p>Focus on school data, improve facilitation skills of a CCC, book study of "Concise Answers to Frequently Asked Questions About Professional Learning Communities at Work"</p>	Teacher Leader Self-Assessment Survey	New goal for this year
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<p>Utilize self-assessments to support staff in selecting meaningful TKES goals</p> <p>Develop staff development that targets the support needed to support individual and team goals</p> <p>Obtain Microsoft Innovative Educator certification as a school.</p>	TKES and LKES evaluations	<p>In Progress</p> <p>Staff set professional goals last school year, however they did not explicitly use their self-assessment to create their goals. Not all goals were written as SMART goals</p>