



# Harmony Leland Elementary 2017-18 Cobb Strategic Plan

Revised 2/18

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p><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><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>1. Grade level teams will identify priority standards that every teacher will teach their students.</p> <p>2. Teachers will follow CCSD and local school pacing guides to deliver instruction to students.</p> <p>3. Teacher will plan re-teaching and acceleration of priority standards based on student assessment data.</p>	<p>1. PLC Meetings and list of quarterly priority standards</p> <p>2. Lesson plans</p> <p>3. PLC minutes and lesson plans</p>	<p>1. Teachers and Academic Coaches</p> <p>2. Teachers</p> <p>3. Teachers</p>	<p>1. Funds for substitutes for planning release time</p> <p>2. CCSD Pacing Guides</p> <p>3. Planning time</p>		
<p><i>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)</i></p>	<p>1. Teachers will develop and utilize one formative assessment weekly in each core content area (ELA, Math, Social Studies and Science).</p> <p>2. Teacher will use common rubrics to assess student writing.</p>	<p>1. Lesson plans</p> <p>2. Rubrics</p>	<p>1. Teachers</p> <p>2. Teachers and Academic Coaches</p>	<p>1. N/A</p> <p>2. N/A</p>		
<p><i>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>1. Teachers will meet in grade level PLCs every Thursdays during their planning time.</p>	<p>1. Grade level PLC meeting minutes and agendas</p>	<p>1. Teachers</p>	<p>1. N/A</p>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>1. Teachers will unpack and identify language arts priority standards that will be taught by every teacher.</p> <p>2. Teachers will meet with students that are below level in reading 3-4 times weekly in guided reading/skill based groups.</p> <p>3. Students will utilize I-Read and I-Station 2-3 times per week during the literacy block.</p>	<p>1. Quarterly language arts priority standards list and PLC minutes</p> <p>2. Lesson plans</p> <p>3. I-Read and I-Station Usage Reports</p>	<p>1. Teachers and Academic Coaches</p> <p>2. Teachers</p> <p>3. Teachers</p>	<p>1. Funds for substitutes for release time and ELA Standards</p> <p>2. Leveled reading and skill targeting texts</p> <p>3. I-Read and I-Stations</p>		
<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>1. Teachers will unpack and identify math priority standards that will be taught by every teacher.</p> <p>2. Teachers will meet with students that are below level in math 3-4 times weekly in guided math groups.</p>	<p>1. Quarterly math priority standards list and PLC minutes</p> <p>2. Lesson plans</p>	<p>1. Teachers and Academic Coaches</p> <p>2. Teachers</p>	<p>1. Funds for substitutes for release time and math Standards</p> <p>2. N/A</p>		
<p>6. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>1. The staff will utilize the RTI process to support students by implementing effective strategies that match identified deficits.</p>	<p>Data entered into the RTI portal</p>	<p>1. Teachers, Academic Coaches, Counselors and Administration</p>	<p>1. RTI Portal</p>		
<p>7. Other: (Priorities specific to school.)</p>						



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

<p><i>District Focus Priorities</i> <i>2016-2019</i></p> <p><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><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
<p>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></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>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
	<p>1. Harmony Leland will implement an Advanced Content class in grades 4 and 5 to increase the number of students that score in the exceeds category on state assessments.</p> <p>2. Harmony Leland will utilize STEM class to increase students' understanding of science and problem solving</p>	<p>1. 2018 Milestones Assessment</p> <p>2. 2018 Science Subtest of Milestones Assessment</p>	<p>1. Advanced Content and Target Teacher</p> <p>2. STEM Teacher</p>	<p>1. Funds for substitute for release time for collaboration with Target and other Advance Content Teachers in Cobb</p> <p>2. Funds for substitute for release time for collaboration with other STEM teachers in Cobb</p>		



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will identify students not reading on grade level and offer targeted instruction to include computer based-instruction and small group tutorial for reading.</li> <li>2. Teachers will identify students that are not performing successfully in math and offer targeted instruction to include computer-based instruction and small group tutorial for math.</li> <li>3. Targeted in class small-group instruction, after school tutoring and Saturday School for below level students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Saturday school, after school tutoring instructional monitoring, I-Station reports</li> <li>2. Saturday school, after school tutoring instructional monitoring, TenMark and Fast Math reports</li> <li>3. Saturday school, after school tutoring instructional monitoring, I-station TenMark and Fast Math reports</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and Academic Coaches</li> <li>2. Teachers and Academic Coaches</li> <li>3. Teachers and Academic Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. 20 Day Funds and Title I Funds</li> <li>2. 20 Day Funds and Title I Fund</li> <li>3. 20 Day Funds and Title I Funds</li> </ol>		
<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. <b>(AD)</b></p>	<p>Harmony Leland will implement an Advanced Content class in grades 4 and 5 to increase the number of students that score in the exceeds category on state assessments.</p>	<p>Advanced Class Rosters</p>	<p>Advanced Content Teachers</p>	<p>N/A</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>						



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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p><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>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<p>1. Utilize parent surveys to gather parent perception and input regarding school improvement.</p>	<p>Survey Results</p>	<p>Administration</p>	<p>Survey Monkey</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Utilize parent workshops that give parents strategies to support their children.</p>	<p>Parent Workshop Agendas and Sign In Sheets</p>	<p>Parent Facilitator and Academic Coaches</p>	<p>Title I Funds</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>						



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

<p><i>District Focus Priorities 2016-2019</i></p> <p><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><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>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>Teachers will be actively involved in CTLS training.</li> <li>Each quarter teachers will unpack and identify priority standards in the areas of math and language arts and teach those standards consistently across the grade level.</li> <li>Teachers will develop common assessments in the areas of math.</li> <li>Teachers will analyze data from math common assessments and adjust instruction based on this data.</li> </ol>	<ol style="list-style-type: none"> <li>CTLS Training Sign In Sheet</li> <li>PLC Meeting Minutes/Agenda</li> <li>PLC Meeting Minutes/Agenda and Office 365 Common Assessment Folder</li> <li>PLC Minutes/Agenda</li> </ol>	<ol style="list-style-type: none"> <li>CTLS Trainer and Teachers</li> <li>Teachers and Academic Coaches</li> <li>Teachers</li> <li>Teachers and Academic Coaches</li> </ol>			
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<ol style="list-style-type: none"> <li>Review walk through and formative evaluation data in August and January to determine professional learning needs.</li> </ol>	<ol style="list-style-type: none"> <li>TKES platform review</li> </ol>	<ol style="list-style-type: none"> <li>Administration</li> </ol>			
<p><b>Other:</b> (Specific to school.)</p>						



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