



# Shallowford Falls 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 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> (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: (Due September 1)</b></p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>○ PLCs will implement and analyze common assessment data in order to plan strategic differentiation/intervention/extension based on student needs.</li> <li>○ Implement readers' and writers' workshop</li> <li>○ Implement Orton Gillingham in K-2 and SPED</li> </ul>	<p>Common formative assessments RI/MI Read180</p> <p>Admin walks Lucy Caulkins progression rubric</p>	<p>PLCs</p> <p>Teachers</p>	<p>PLC support Dedicated PLC collaboration time</p> <p>Workshop model training from Teachers College</p> <p>OG training provided by Lisa Glickman, OG specialists</p>	<p>(New Goal)</p>	<p>IP</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. <b>(S)</b></p>	<ul style="list-style-type: none"> <li>○ Utilize CCSD Touchstones, common assessments and appropriate grade level assessments to monitor students' progress and direct instruction.</li> </ul>	<p>Common formative assessments DRAs Running Records RI/MI</p>	<p>Teachers</p>	<p>Collaboration Time Quarterly</p>	<p>Common Assessments were created and used to document growth through the data team cycle. This data was recorded on data sheets.</p>	<p>FO</p>
<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>	<ul style="list-style-type: none"> <li>○ Create PLC norms</li> <li>○ Utilize PLC critical questions to plan instruction, assessment, and strategic differentiation.</li> </ul>	<p>PLC norms PLC meeting minutes</p>	<p>PLC</p>	<p>Dedicated PLC collaboration time and PD aligned with TKES goals</p>	<p>(New Goal)</p>	<p>IP</p>

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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> <li>○ Implement reduced class size model for EIP in grades 5<sup>th</sup>, 1<sup>st</sup>, 3<sup>rd</sup></li> <li>○ Utilize EIP additional support (pull out/push in) for grades K, 2 and 4</li> <li>○ Monitor student progress data through RTI</li> <li>○ Implement Read180 EIP, and students reading below Lexile</li> <li>○ Implement Reading/ELA adoption with fidelity in grades 3-5</li> <li>○ Implement AC ELA in 4<sup>th</sup> and 5<sup>th</sup> grade</li> </ul>	<p>RI scores Read180 assessments Milestones performance level and Lexile scores</p>	<p>Classroom teachers EIP teacher ESOL teacher Small group SPED teacher</p>	<p>Read180 program with dedicated computers Continued support for Reading instruction through ELA adoption</p>	<p>2017 CCRPI: % scoring developing learner or above: ELA 94.5%</p> <p>% scoring at or above Lexile band 3<sup>rd</sup> grade 76.1 % 5<sup>th</sup> grade 93.7 %</p> <p>2017-2018 AC 4<sup>th</sup> 25 students AC 5<sup>th</sup> 27 students</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>	<ul style="list-style-type: none"> <li>○ Administer weekly or biweekly local math common assessments and analyze with grade level data team.</li> <li>○ Participation of daily guided math groups on their individual math levels.</li> <li>○ Implement AC math in 4<sup>th</sup> and 5<sup>th</sup> grades</li> </ul>	<p>Common Assessments Formative/ Summative</p> <p>Walk-throughs and observations Classroom data sheets</p> <p>MI given 3 times a year</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>Money allocated for grade level collaboration/Release time</p>	<p>Common Assessments were used in conjunction with data teams.</p> <p>Individual data sheets show student growth on a monthly/quarterly basis.</p> <p>2017-2018 AC 4<sup>th</sup> 25 students AC 4<sup>th</sup> 24 students</p> <p>Increase % of students scoring at developing learner or above on Milestones (CCRPI) 2016 91.8%</p>	<p>IP</p>



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6. Increase number of students academically completing every grade.(S)	<ul style="list-style-type: none"> <li>○ RTI process implementation</li> <li>○ Provide extended day tutoring/support for students</li> </ul>	RTI data Tutoring roster Read180 data	Classroom teachers Extended day tutors	Extended day funding Read180 Resources	2016-2017 24 students tutored in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade	
7. Other: (Priorities specific to school.)						

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	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)	Focus Priority Status: 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>	Participation of all teachers in quarterly STEM units supported through STEM Coordinator, STEM lab and Technology lab. Students will also produce one technology piece per nine weeks.	Teachers will upload proof of STEM units to 365 and admin will monitor.	Classroom Teachers Administration/STEM coordinator/District Trainer	Funds provided by SFSD and Foundation	STEM documentation on 0365 supports STEM units and technology projects. Documents show all teachers updated each quarter.	M



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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. Balanced ELA, Read180, EIP, small group instruction</li> <li>2. Balanced math framework/small group instruction, extended day tutoring</li> <li>3. RTI process</li> </ol>	<p>Read180 program assessments</p> <p>Increased level Milestones Math Distinguished</p> <p>RTI Intervention data</p>	<p>EIP teacher</p> <p>ESOL teacher</p> <p>Classroom teachers</p>	<p>Read180 materials and dedicated computers</p>	<p>(New Goal)</p> <p>Increase % of students scoring at developing learner or above on Milestones Math (CCRPI)</p> <p>2016 91.8%</p>	<p>IP</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. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>o Implement AC math and AC ELA in 4<sup>th</sup> and 5<sup>th</sup> grade</li> </ul>	<p>Number of student qualified for AC in 4<sup>th</sup> /5<sup>th</sup> grades</p> <p>Formative assessment results</p>	<p>AC teachers</p> <p>Target teachers</p> <p>PLC</p>	<p>7 teachers AC trained/Gifted Certified</p>	<p>2017-2018</p> <p>AC 4<sup>th</sup> 25 students</p> <p>AC 4<sup>th</sup> 24 students</p>	<p>FO</p>
<p><b>Other:</b> (Priorities specific to school.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></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>
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Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	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)	Focus Priority Status: IP = In Progress FO = Fully Operational
Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<ul style="list-style-type: none"> <li>○ Collaborate with Foundation/PTA/Stakeholders to streamline communication.</li> <li>○ Meet monthly with PTA/Foundation Boards.</li> <li>○ Conduct Leadership BLT</li> <li>○ Utilize National PTA School of Excellence survey results to improve school processes</li> </ul>	Stakeholder satisfaction as reported on surveys  Collaboratively developed SSP goals/action steps	Administration PTA/Foundation Board Members  Stakeholders	PTA School of Excellence Survey Results	(New Goal)	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<ul style="list-style-type: none"> <li>○ Implement events to foster school/home communication (Open Houses, PTA meetings, Family Nights)</li> <li>○ Invite parents to grade level STEM experiences</li> <li>○ Utilize Foundation community fundraising event to fund full time STEM coordinator</li> </ul>	Community attendance at school functions  Parent involvement in STEM experiences  Funds raised to support STEM initiative	All stakeholders	Funding through the school Foundation  Parent Volunteers	(New Goal)	IP
<b>Other:</b> (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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	<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>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>○ Designate PLC members to attend district training by content area and programs</li> <li>○ Plan with area East schools to provide PLC collaboration opportunities for specialists, special education teachers, and paraprofessionals</li> <li>○ Provide professional learning aligned with TKES goals and school-wide data</li> </ul>	<p>PLC meeting notes Observed through walkthroughs and observations</p>	<p>PLC members and admin</p>	<p>Dedicated PLC collaboration time</p>	<p>(New Goal)</p>	<p>IP</p>



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE <sup>2</sup> )	<ul style="list-style-type: none"> <li>○ Utilize TKES walkthroughs and formative assessment to provide specific professional learning through the TKES portal when needed.</li> <li>○ Align professional learning to TKES goals school-wide data</li> </ul>	Participation in specific professional learning opportunities such as WWS and OG  Increased performance on TKES standards	Admin and teachers	TKES portal resources, Teachers' College, OG specialist, Teacher leaders	(New Goal)	IP
<b>Other:</b> (Specific to school.)						