

Due West Elementary

Principal Peggy Fleming Area 5 Date 08/15/2014

Vision: **To prepare our students for future success**

Mission: **Our mission is to build a strong foundation and provide learning opportunities to face the challenges of tomorrow.**

Core Values/Beliefs

Values

- Achievement
- Integrity
- Creativity/Innovation
- Accountability

Beliefs

1. We believe successful schools are a foundation of community stability, growth, and prosperity.
2. We believe family and community engagement is critical to student and district success.
3. We believe in a constant and purposeful focus on what is best for students.
4. We believe creativity and innovation are encouraged and embraced by all stakeholders.
5. We believe in cultivating a positive environment where students are provided pathways for success.

Long Range Goals

1. Vary learning experiences to increase success in college and career paths.
2. Differentiate resources for students based on needs.
3. Develop stakeholder involvement to promote student success.
4. Recruit, hire, support, and retain employees for the highest levels of excellence.

Targets

Targets for 2014-2015
(Where will we be?)

	CCSD	School
Lexile Levels (E)		96%
Gap closure (E)		85
College Ready (E)		100%
Career Ready (E)		100%
Stakeholder Satisfaction		97%

District Priorities for 2014 -2015

1. Implement rigorous teaching and learning standards with fidelity
2. Pursue a culture of innovation, flexibility, and support
3. Refine, implement, and monitor systems that prepare students for college, career, and the community
4. Engage the community as active partners in the future of Cobb schools

Theme for 2014-2015

One Team
One Goal
Student Success

Key Strategies (3-5 yrs)

- Create flexible and innovative learning opportunities for students
- Develop, implement, and support new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom
- Enhance existing programs to further develop college and career paths from kindergarten to twelfth grade
- Increase strategic partnerships with businesses, post-secondary institutions, and community leaders to fully integrate college and career paths in CCSD
- Increase the school's ability to meet student and school needs
- Provide flexibility for teachers to use resources
- Advance innovative ways to engage the community and parents in the educational process
- Expand community service learning opportunities for students and increase communication efforts with community agencies.
- Create a supportive environment that empowers staff

Key Actions (1-3 years) Aligned to District Goals and Key Strategies

Action to be taken	Goal Alignment	Timeline	Person(s) Responsible
Increase comprehension of content area vocabulary	1, 2	August 2014 – May 2015	All staff
Increase number sense in math	1, 2	August 2014 – May 2015	All staff
Ensure growth for all students	1, 2	2013-2016	SE teachers; General education teachers

Strengths

Stable population of students and staff; Dedicated staff members; Strong parental involvement; Active and supportive PTA and Due West Foundation; Engaged community; Strong reading scores on standardized measures

Weaknesses

Lack of materials for working on conventions in writing; Professional development for improving instructional practices; Relative weakness in math scores; low student growth scores

Opportunities

New math materials to address weak math areas; Continue to integrate new technologies; using Edmodo for staff and in the classrooms

Threats

Lack of instructional resources; Changes in families which impact students; Continued challenges to financial resources - for example, use of instructional funds for custodial supplies

Tactical (Action) Plan for Due West Elementary

2014-2015

<i>What are the desired results?*</i> <i>(Begin with the end in mind. What is your SMART goal?)</i>	<i>How will the school/team(s) accomplish the desired results, including professional learning?</i> <i>(Clearly define the action steps that you will employ.)</i>	<i>What is the Cost and Funding Source?</i>	<i>Who is Responsible?</i>	<i>Timeline</i>
<i>By the end of each unit, students will demonstrate comprehension of content vocabulary in their writing and/or through their use of the vocabulary in their oral communication.</i>	<i>Teachers will continue to integrate literacy within all content areas. Teachers will incorporate content vocabulary in word walls, spelling words, and vocabulary journals. Teams will work together to identify key vocabulary for each unit and will plan distributed practice with the words throughout the year once they have been introduced. A word wall will be used in the Science Lab to highlight key vocabulary that has been taught in the classroom. Content area topics will be used in Writing Lab projects and assignments as much as possible. Teachers will use the vocabulary in constructed responses on common assessments in the content areas.</i>	<i>\$2,000 instructional materials; \$2,000 professional development Social Studies weekly & Time for Kids purchased by PTA (\$3,000); Science Instructor for lab paid for by DW Foundation. (\$20,000);</i>	<i>Certified staff</i>	<i>August 2014 – May 2015</i>
<i>Students will demonstrate number sense on the end of unit and end of grade assessments.</i>	<i>Teams will review math resources for distributed practice of math skills – Mountain Math, ADD, Drops in the Bucket, etc. Teachers will provide multiple opportunities for students to practice skills with place value and computation. Classes will be assigned “Math Buddies” so intermediate students can support and provide additional in math to the primary students. Teachers will utilize the new math materials for instruction. Teachers will create or find math videos to post that provide additional instructional resources to students or their families. Teams will create common assessments that include constructed responses.</i>	<i>\$5,000 instructional materials; \$2,000 for substitutes for release time for professional development for technology integration</i>	<i>Certified staff</i>	<i>August 2014 – May 2015</i>
<i>All students will demonstrate typical or high growth as measured by end of grade assessments and student learning objectives.</i>	<i>Teachers will utilize more frequent assessments to closely monitor student performance. Data teams and RTI teams will meet monthly to review student progress and to plan extensions and interventions.</i>	<i>\$3,000 for substitutes for release time to review and create common assessments</i>	<i>Certified staff; EPS, SE Supervisor, Administration</i>	<i>August 2014 – May 2015</i>

*Address at least two of the CCSD Priorities for the School Year

Formative Indicators Tied to Desired Results

Indicator/Monitoring Tool	Frequency of Monitoring	Baseline	Target	Results	
				Formative #1	Formative #2
<i>Written responses on content area assessments to monitor vocabulary acquisition</i>	<i>End of unit; quarterly at a minimum</i>	<i>Gathering data</i>	<i>All students score 80% or higher</i>		
<i>Math Assessments to monitor number sense</i>	<i>Every 4-1/2 weeks</i>	<i>Gathering data</i>	<i>All students score 80% or higher</i>		
<i>Quarterly assessments to monitor student progress</i>	<i>Every nine weeks</i>	<i>Baseline to be determined at the end of the first nine weeks.</i>	<i>All students demonstrate typical or high growth</i>		

“One Team, One Goal: Student Success”

District Direction for Continuous Improvement

