



# Cheatham Hill Elementary 2017-18 Cobb Strategic Plan

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

| <p><i>District Focus Priorities<br/>2016-2019</i></p> <p><u>Focus Priorities:</u><br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvEd, Superintendent-S, Academic<br/>Division-AD, and Leadership Division-LD)</p> | <p><b>2017-18 Aligned Actions and Measurements</b><br/>(Current School Year Plan and Evaluation of previous year's plan due September 1)</p> <p><b>Key Actions:</b><br/>(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><br/>(Due September 1)</p> <p><b>Focus Priority Status:</b><br/>IP = In Progress<br/>FO = Fully Operational</p> |                       |  |            |   |                  |
|--|---|-----------------------|--|------------|---|------------------|
| <p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>  | <p>~Conduct monthly Data team meetings held during PLC's (Team Meetings, Staff Meetings, &amp; Building Leadership Meetings) (data reflection questions included on agenda, reflected in Office365 for admin and leadership team to review and discuss)</p>   | <p>~Meeting Dates</p> | <p>Grade level teachers;<br/>Support Staff;<br/>Building Leadership Team (CHAT);<br/>Academic Coach, &amp;<br/>Admin</p> | <p>N/A</p> | <p><u>Dates of All-Star Team Meetings (Staff Meetings):</u><br/>8.16.17<br/>9.13.17<br/>10.12.17<br/>11.15.17<br/>1.10.18<br/>2.14.18<br/>3.21.18<br/>4.25.18<br/>5.16.18</p> <p><u>Dates of Key Committee Team Meetings:</u><br/>8.23.17<br/>9.20.17<br/>10.18.17<br/>11.29.17<br/>12.13.18<br/>2.24.18<br/>2.28.18<br/>3.14.18<br/>4.18.18<br/>5.9.18</p> | <p><b>IP</b></p> |

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|  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
|--|---|---|--|---------------|-----|---|---------------|-----|--|---|---|--|-----------------|-----|---|-----------------|-----|----|
| 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) | <p>~Assess learning through district &amp; local common formative assessments and adjust assessments/instruction to fit the standards/needs of the learners</p> <p>~Utilize the CTLS &amp; with the TTIS support, teachers will monitor and discuss student progress using the data collected and reflected in CTLS</p> | <p>~Collaborative planning dates</p> <p>~Results of district-wide universal screener: MI &amp; RI</p> <p><u>Baseline:</u></p> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>MI Quartile<br/>Data</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>324</td></tr></table> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>475</td></tr></table> | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile<br>Data | Fall 2017 Avg | 324 | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data | Fall 2017 Avg | 475 | Grade level teachers, Support Staff, Academic Coach, Admin, & TTIS | Substitute Teachers<br>Title II,<br>(Professional Learning Funds) | <p><u>Collaborative Planning Dates (beyond team meetings)</u></p> <p>*Dates varied between grade levels:<br/>November/December 2017<br/>March 2018</p> <p><u>Results:</u></p> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>MI Quartile<br/>Data</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>569</td></tr></table> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>623</td></tr></table> | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile<br>Data | Spring 2018 Avg | 569 | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data | Spring 2018 Avg | 623 | IP |
| 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile<br>Data   |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| Fall 2017 Avg  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 324  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| Fall 2017 Avg  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 475  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile<br>Data   |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| Spring 2018 Avg  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 569  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| Spring 2018 Avg  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |
| 623  |   |   |  |               |     |   |               |     |  |   |   |  |                 |     |   |                 |     |    |

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|  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
|--|--|---|-------------------|-------------------------|-----------------------------|---------------|--------------------------------|------------------|-----------------|-------------------------------------|-----|---|-------------------|-------------------------|-----------------------------|---------------|--------------------------------|------------------|-----------------|----|
| 3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD) | <p>~Assign M.V.P.'s (Mindset Vertical Partner) to each certified staff member to allow for intentional vertical conversations and observations</p> <p>~Create and assign All-Star Teams with representatives from each grade level and support area to allow for intentional vertical conversations and observations across all grade levels</p> <p>~Revise Key Committees responsibilities to streamline critical instructional information and conversation using assessment data to guide agenda</p> <p>~Using the results of the PLC Implementation Rubric, identify 4 areas of relative areas of growth</p> | <p>~Dates of All-Star Team Meetings</p> <p>~Dates of Key Committee Team Meetings</p> <p>~Results of PLC Implementation Rubric</p> <p><b>Baseline:</b><br/><i>*June 2017 results of the PLC Rubric from Building Leadership Team Level 1-Level 4;(CHAT Retreat)</i></p> <table><tr><td>Focus on Learning</td></tr><tr><td>Mission and Vision: 2.0</td></tr><tr><td>Collective Commitments: 1.8</td></tr></table> <table><tr><td>Collaboration</td></tr><tr><td>Collective Responsibility: 2.0</td></tr></table> <table><tr><td>Results Oriented</td></tr><tr><td>Enrichment: 2.5</td></tr></table> | Focus on Learning | Mission and Vision: 2.0 | Collective Commitments: 1.8 | Collaboration | Collective Responsibility: 2.0 | Results Oriented | Enrichment: 2.5 | Admin;<br>Coach;<br>Certified Staff | N/A | <p><b>Dates of All-Star Team Meetings (Staff Meetings):</b><br/>8.16.17<br/>9.13.17<br/>10.12.17<br/>11.15.17<br/>1.10.18<br/>2.14.18<br/>3.21.18<br/>4.25.18<br/>5.16.18</p> <p><b>Dates of Key Committee Team Meetings:</b><br/>8.23.17<br/>9.20.17<br/>10.18.17<br/>11.29.17<br/>12.13.18<br/>2.24.18<br/>2.28.18<br/>3.14.18<br/>4.18.18<br/>5.9.18</p> <p><b>Results:</b><br/><i>*May 2018 results of the PLC Rubric from Building Leadership Team Level 1-Level 4;(CHAT Retreat)</i></p> <table><tr><td>Focus on Learning</td></tr><tr><td>Mission and Vision: 3.5</td></tr><tr><td>Collective Commitments: 3.4</td></tr></table> <table><tr><td>Collaboration</td></tr><tr><td>Collective Responsibility: 3.1</td></tr></table> <table><tr><td>Results Oriented</td></tr><tr><td>Enrichment: 2.8</td></tr></table> | Focus on Learning | Mission and Vision: 3.5 | Collective Commitments: 3.4 | Collaboration | Collective Responsibility: 3.1 | Results Oriented | Enrichment: 2.8 | FO |
| Focus on Learning  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Mission and Vision: 2.0  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Collective Commitments: 1.8  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Collaboration  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Collective Responsibility: 2.0   |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Results Oriented   |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Enrichment: 2.5  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Focus on Learning  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Mission and Vision: 3.5  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Collective Commitments: 3.4  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Collaboration  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Collective Responsibility: 3.1   |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Results Oriented   |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |
| Enrichment: 2.8  |  |   |                   |                         |                             |               |                                |                  |                 |                                     |     |   |                   |                         |                             |               |                                |                  |                 |    |

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|--|--|--|---|---------------|-----|--|--------------|---|---|-----------------|-----|----|
|  |  |  |   |               |     |  |              |   |   |                 |     |    |
| 4. Increase percentage of students reading on grade level. (S)<br>(Based on CCRPI Reading Scores)  | ~Provide Extended Day Tutoring<br><br>~Implement specialized reading programs: Systems44/Read180 Reading Instruction<br><br>~Use results of the district-wide universal screener: Reading Inventory (RI) to plan meaningful instruction<br><br>~Implement Guided Reading K-5   | ~Results of district-wide universal screener: RI<br><br><u>Baseline:</u><br><table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>475</td></tr></table>   | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data   | Fall 2017 Avg | 475 | Extended Day tutors;<br>Certified Teachers;<br>Academic Coach; Admin   | 20 Day funds | <u>Results:</u><br><table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>623</td></tr></table>   | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data   | Spring 2018 Avg | 623 | IP |
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| Fall 2017 Avg  |  |  |   |               |     |  |              |   |   |                 |     |    |
| 475  |  |  |   |               |     |  |              |   |   |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades<br>RI Lexile Data  |  |  |   |               |     |  |              |   |   |                 |     |    |
| Spring 2018 Avg  |  |  |   |               |     |  |              |   |   |                 |     |    |
| 623  |  |  |   |               |     |  |              |   |   |                 |     |    |
| 5. Increase percentage of student performance in math/algebra at every grade level. (S)<br>(Based on CCRPI ES-MS Math & HS Algebra Scores) | ~Implement Guided Math<br><br>~Provide Extended Day Tutoring<br><br>~Implement Number Talks strategies K-5<br><br>~Provide professional learning opportunities with staff on Number Talks<br><br>~Conduct AC Math course in 4 <sup>th</sup> grade for student who meet the eligibility criteria<br><br>~Use results of the district-wide universal screener: Math Inventory (MI) to plan meaningful instruction<br><br>~Implement AC Math course in 5 <sup>th</sup> grade for students who meet the eligibility criteria | ~Results of district-wide universal screener: MI<br><br><u>Baseline:</u><br><table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>MI Quartile Data</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>324</td></tr></table> | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile Data | Fall 2017 Avg | 324 | Extended Day tutors;<br>Certified Teachers;<br>Gifted Department;<br>District Gifted Department Leaders;<br>Academic Coach Admin | 20 day funds | <u>Results:</u><br><table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades<br/>MI Quartile Data</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>569</td></tr></table> | 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile Data | Spring 2018 Avg | 569 | IP |
| 1 <sup>st</sup> -5 <sup>th</sup> grades<br>MI Quartile Data  |  |  |   |               |     |  |              |   |   |                 |     |    |
| Fall 2017 Avg  |  |  |   |               |     |  |              |   |   |                 |     |    |
| 324  |  |  |   |               |     |  |              |   |   |                 |     |    |
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|--|---|--|---|---|--|----|
| 6. Increase number of students academically completing every grade.(S) | ~Remain above the district average using the On-Track for Graduation measure<br><br>~Extended Day Tutoring<br><br>~RtI Process  | ~Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language) | Admin; Counseling Department; Classroom teachers; Coach; RtI Specialist | 20 day funds  | <u>% of students in grade 5 passing at least four courses in core content areas (E/LA, Math, Science, Social Studies, and World Language): 99%</u> | IP |
| 7. Other:<br>(Priorities specific to school.)                          | ~Implementation of Class Meetings in every classroom and greeting of students every morning at the classroom door (to build relationships and promote a climate of “care”, to model conversational skills, build problem-solving skills, create a positive classroom environment)<br><br>~Implement Growth Mindset practices that will help continue (year 2) to cultivate a growth mindset with students and staff. This includes: monthly mantras (posters posted; admin discussing on the news; Monthly Write About It Wednesday challenges) | ~Comprehensive Discipline Summary Data (JCDA Codes: R only)<br><br><u>Baseline:</u><br><b>2016-2017 School Year:</b><br>66                   | Admin; Counseling Dept.; Classroom Teachers; Coach; RtI Specialist      | PL and Instructional Funds to purchase books (staff & children’s books) | <u>Results:</u><br><b>2017-2018 School Year: 46</b>  | IP |

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

| District Focus Priorities<br>2016-2019  | 2017-18 Aligned Actions and Measurements<br>(Current School Year Plan and Evaluation of previous year’s plan due September 1) |              |           |                   |  |  |
|---|---|--------------|-----------|-------------------|--|--|
|   | Key Actions:<br>(List as many actions as needed in each box.)   | Measured by: | Owner(s): | Resources Needed: | Results of Key Actions from last year’s plan:<br>(Due September 1) | Focus Priority Status:<br>IP = In Progress<br>FO = Fully Operational |
| Focus Priorities:<br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD) |   |              |           |                   |  |  |

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|  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
|--|--|--|---|----------------------|-----|---|---------------------------------|---|---|---|---|------------------------|-----|---|-------------------------------|-----------|
| Identify, support, and evaluate local school innovations to increase student achievement.<br><b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b> | <p>~conduct state approved innovative model classrooms for ELL/EIP students</p> <p>~increase usage of Imagine Learning (Literacy and Language software program for students who are English Language Learners in 1<sup>st</sup>-5<sup>th</sup> grades, scoring 2.0 and below on the ACCESS assessment)</p> | <p>~Results of District-Wide Screeners (RI &amp; MI) from our students who are English Language Learners</p> <p><u>Baseline Data:</u></p> <table><tr><td><b>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data<br/>(ELL Students)</b></td></tr><tr><td><b>Fall 2017 Avg</b></td></tr><tr><td>357</td></tr></table> <p>~Usage report from Imagine Learning software</p> <p><u>Baseline Data:</u></p> <table><tr><td><b>Imagine Learning<br/>Usage Report<br/>from 2016-2017</b></td></tr><tr><td>20.5 avg hrs usage for the year</td></tr></table> | <b>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data<br/>(ELL Students)</b> | <b>Fall 2017 Avg</b> | 357 | <b>Imagine Learning<br/>Usage Report<br/>from 2016-2017</b> | 20.5 avg hrs usage for the year | ESOL Department; District Level ESOL Leads, Innovative Model Classroom teachers; Academic Coach; Administration | Title II funds for substitute teachers, allowing time for collaboration and training; Imagine Learning software | <p><u>Results:</u></p> <table><tr><td><b>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data<br/>(ELL Students)</b></td></tr><tr><td><b>Spring 2018 Avg</b></td></tr><tr><td>462</td></tr></table> <p><u>Results:</u></p> <table><tr><td><b>Imagine Learning<br/>Usage Report<br/>from 2017-2018</b></td></tr><tr><td>33 avg hrs usage for the year</td></tr></table> | <b>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data<br/>(ELL Students)</b> | <b>Spring 2018 Avg</b> | 462 | <b>Imagine Learning<br/>Usage Report<br/>from 2017-2018</b> | 33 avg hrs usage for the year | <b>FO</b> |
| <b>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data<br/>(ELL Students)</b>  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| <b>Fall 2017 Avg</b>   |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| 357  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| <b>Imagine Learning<br/>Usage Report<br/>from 2016-2017</b>  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| 20.5 avg hrs usage for the year  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| <b>1<sup>st</sup>-5<sup>th</sup> grades<br/>RI Lexile Data<br/>(ELL Students)</b>  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| <b>Spring 2018 Avg</b>   |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| 462  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| <b>Imagine Learning<br/>Usage Report<br/>from 2017-2018</b>  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |
| 33 avg hrs usage for the year  |  |  |   |                      |     |   |                                 |   |   |   |   |                        |     |   |                               |           |



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|  |  |  |   |              |   |           |
|--|--|--|---|--------------|---|-----------|
| Provide targeted resources for students:<br><br>1. Not reading on grade level (Lexile)<br><br>2. Unsuccessful in Math/Algebra<br>(Based on CCRPI Math/Algebra scores)<br><br>3. Not on-track for graduation <b>(S)</b> | 1. <b>Reading:</b> Systems44/Read180; Guided Reading Groups; District-wide Screener: RI & FRA; Extended Day Tutoring<br><br>2. <b>Math:</b> Guided Math; NumberTalks; Extended Day Tutoring; District-Wide Screener: MI<br><br>3. <b>Not on-track for graduation:</b> Extended Day Tutoring; Communication with SSW regarding attendance (truancy meetings when necessary) | Results of District-wide Screeners<br><br><b>Baseline:</b><br><br><div>             1<sup>st</sup>-5<sup>th</sup> grades<br/>             MI Quartile Data<br/>             Fall 2017 Avg<br/>             324           </div><br><div>             1<sup>st</sup>-5<sup>th</sup> grades<br/>             RI Lexile Data<br/>             Fall 2017 Avg<br/>             475           </div> | Extended Day tutors;<br>Certified Teachers;<br>Academic Coach;<br>Admin;<br>SSW;<br>Counselors;<br>Rtl<br>Facilitator | 20 day funds | <b>Results:</b><br><br><div>             1<sup>st</sup>-5<sup>th</sup> grades<br/>             MI Quartile Data<br/>             Spring 2018 Avg<br/>             569           </div><br><div>             1<sup>st</sup>-5<sup>th</sup> grades<br/>             RI Lexile Data<br/>             Spring 2018 Avg<br/>             623           </div> | <b>IP</b> |
|--|--|--|---|--------------|---|-----------|

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|   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
|---|--|--|--|---------------|-----|--|---------------|-----|--|---------------|-----|--|---------------|------|--|---------------|-----|--|---------------|-----|--|--|--|--|-----------------|-----|--|-----------------|-----|--|-----------------|------|--|-----------------|------|--|-----------------|-----|--|-----------------|-----|----|
| 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. (AD) | <p><b>1. Advanced:</b><br/>~Provide eligible students with Advanced Content Classes in 4<sup>th</sup> grade and 5<sup>th</sup> grades (Math and Reading/E/LA); Talent Development (K-5<sup>th</sup> grade)</p> <p><b>2. On-Level:</b><br/>~Reading/E/LA: Implementation of newly purchased district materials; Guided Reading<br/>~Math: NumberTalks; Guided Math</p> <p><b>3. Remedial:</b><br/>~ Extended Day Tutoring (Math and Reading); Systems44/Read180 (Reading); Implementation of a RtI Specialist to meet regularly with teachers, support staff, and parents</p> | <p>~Results of district-wide screener</p> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades MI Quartile Data</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>324</td></tr></table> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades RI Lexile Data</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>475</td></tr></table> <table><tr><td>AC Students RI Lexile Data (4<sup>th</sup> grade)</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>988</td></tr></table> <table><tr><td>AC Students RI Lexile Data (5<sup>th</sup> grade)</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>1109</td></tr></table> <table><tr><td>AC Students MI Quartile Data (4<sup>th</sup> grade)</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>646</td></tr></table> <table><tr><td>AC Students MI Quartile Data (5<sup>th</sup> grade)</td></tr><tr><td>Fall 2017 Avg</td></tr><tr><td>901</td></tr></table> | 1 <sup>st</sup> -5 <sup>th</sup> grades MI Quartile Data | Fall 2017 Avg | 324 | 1 <sup>st</sup> -5 <sup>th</sup> grades RI Lexile Data | Fall 2017 Avg | 475 | AC Students RI Lexile Data (4 <sup>th</sup> grade) | Fall 2017 Avg | 988 | AC Students RI Lexile Data (5 <sup>th</sup> grade) | Fall 2017 Avg | 1109 | AC Students MI Quartile Data (4 <sup>th</sup> grade) | Fall 2017 Avg | 646 | AC Students MI Quartile Data (5 <sup>th</sup> grade) | Fall 2017 Avg | 901 | Gifted Depart; AC trained staff; Academic Coach; Admin | Continued support from district leaders; Academic Coach; Admin; RtI Specialist; SSA; Certified Staff | <p><u>Results:</u></p> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades MI Quartile Data</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>569</td></tr></table> <table><tr><td>1<sup>st</sup>-5<sup>th</sup> grades RI Lexile Data</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>623</td></tr></table> <table><tr><td>AC Students RI Lexile Data (4<sup>th</sup> grade)</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>1076</td></tr></table> <table><tr><td>AC Students RI Lexile Data (5<sup>th</sup> grade)</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>1176</td></tr></table> <table><tr><td>AC Students MI Quartile Data (4<sup>th</sup> grade)</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>912</td></tr></table> <table><tr><td>AC Students MI Quartile Data (5<sup>th</sup> grade)</td></tr><tr><td>Spring 2018 Avg</td></tr><tr><td>971</td></tr></table> | 1 <sup>st</sup> -5 <sup>th</sup> grades MI Quartile Data | Spring 2018 Avg | 569 | 1 <sup>st</sup> -5 <sup>th</sup> grades RI Lexile Data | Spring 2018 Avg | 623 | AC Students RI Lexile Data (4 <sup>th</sup> grade) | Spring 2018 Avg | 1076 | AC Students RI Lexile Data (5 <sup>th</sup> grade) | Spring 2018 Avg | 1176 | AC Students MI Quartile Data (4 <sup>th</sup> grade) | Spring 2018 Avg | 912 | AC Students MI Quartile Data (5 <sup>th</sup> grade) | Spring 2018 Avg | 971 | IP |
| 1 <sup>st</sup> -5 <sup>th</sup> grades MI Quartile Data  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Fall 2017 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 324   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades RI Lexile Data  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Fall 2017 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 475   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students RI Lexile Data (4 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Fall 2017 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 988   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students RI Lexile Data (5 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Fall 2017 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 1109  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students MI Quartile Data (4 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Fall 2017 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 646   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students MI Quartile Data (5 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Fall 2017 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 901   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades MI Quartile Data  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Spring 2018 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 569   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 1 <sup>st</sup> -5 <sup>th</sup> grades RI Lexile Data  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Spring 2018 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 623   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students RI Lexile Data (4 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Spring 2018 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 1076  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students RI Lexile Data (5 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Spring 2018 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 1176  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students MI Quartile Data (4 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Spring 2018 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 912   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| AC Students MI Quartile Data (5 <sup>th</sup> grade)  |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Spring 2018 Avg   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| 971   |  |  |  |               |     |  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |
| Other:<br>(Priorities specific to school.)  | N/A  | N/A  | N/A  | N/A           | N/A | N/A  |               |     |  |               |     |  |               |      |  |               |     |  |               |     |  |  |  |  |                 |     |  |                 |     |  |                 |      |  |                 |      |  |                 |     |  |                 |     |    |



# Cheatham Hill Elementary 2017-18 Cobb Strategic Plan

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

| District Focus Priorities<br>2016-2019  |  | 2017-18 Aligned Actions and Measurements<br>(Current School Year Plan and Evaluation of previous year's plan due September 1) |              |           |                   |   |
|---|--|---|--------------|-----------|-------------------|---|
| Focus Priorities:<br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD) |  | Key Actions:<br>(List as many actions as needed in each box.)   | Measured by: | Owner(s): | Resources Needed: | Results of Key Actions from last year's plan:<br>(Due September 1)          |
|   |  |   |              |           |                   | <u>Focus Priority Status:</u><br>IP = In Progress<br>FO = Fully Operational |



# Cheatham Hill Elementary 2017-18 Cobb Strategic Plan

|  |   |   |                             |  |       |                  |                         |   |                             |  |      |    |
|--|---|---|-----------------------------|--|-------|------------------|-------------------------|---|-----------------------------|--|------|----|
| Utilize stakeholder input to improve school processes. (AdvED)                       | <p>~Partners in Education Program</p> <p>~Wellness Committee</p> <p>~School Council: agendas and meeting notes posted on website with admin responses to questions, suggestions, and ideas from all stakeholders</p> <p>~Conference Week Survey: share results of Conference Week survey with staff; respond to specific questions from stakeholders *New 2017-2018 survey will include question regarding input on how to improve Cheatham Hill.</p> | <p>~Results of local surveys and required surveys</p> <p><b>Baseline Data:</b></p> <table><tr><td>2016 Conference Week Survey</td></tr><tr><td>Satisfaction Rate<br/>“Overall, the conference with my child’s teacher was positive.”</td></tr><tr><td>99.6%</td></tr></table> <p>~Dates of Wellness Committee meetings</p> <p>~Dates of School Council meetings</p> | 2016 Conference Week Survey | Satisfaction Rate<br>“Overall, the conference with my child’s teacher was positive.” | 99.6% | All Stakeholders | Locally created surveys | <p><b>Results:</b></p> <table><tr><td>2017 Conference Week Survey</td></tr><tr><td>Satisfaction Rate<br/>“Overall, the conference with my child’s teacher was positive.”</td></tr><tr><td>100%</td></tr></table> <p><b>Wellness Committee Meetings:</b><br/>9.12.2017<br/>11.15.2017<br/>1.23.2018<br/>3.13.2018<br/>4.17.2018</p> <p><b>School Council Meetings:</b><br/>8.30.2017<br/>11.15.2017<br/>1.24.2018<br/>2.27.2018 (area Council meeting)<br/>4.10.2018</p> | 2017 Conference Week Survey | Satisfaction Rate<br>“Overall, the conference with my child’s teacher was positive.” | 100% | IP |
| 2016 Conference Week Survey  |   |   |                             |  |       |                  |                         |   |                             |  |      |    |
| Satisfaction Rate<br>“Overall, the conference with my child’s teacher was positive.” |   |   |                             |  |       |                  |                         |   |                             |  |      |    |
| 99.6%  |   |   |                             |  |       |                  |                         |   |                             |  |      |    |
| 2017 Conference Week Survey  |   |   |                             |  |       |                  |                         |   |                             |  |      |    |
| Satisfaction Rate<br>“Overall, the conference with my child’s teacher was positive.” |   |   |                             |  |       |                  |                         |   |                             |  |      |    |
| 100%   |   |   |                             |  |       |                  |                         |   |                             |  |      |    |



# Cheatham Hill 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>~Collaborate with PTA, Foundation, and School Council to plan and implement opportunities for parental involvement</p> <p>~Plan Parent Curriculum Night where parents can learn strategies to help their student, academically</p> <p>~Plan Parenting Classes (ex. Love and Logic for discipline)</p> | <p>Date(s) of Parent Curriculum Nights; PTA Events (outside of general meetings); Foundation Events; Parenting Classes</p> |  |  | <p><b>Dates of Events:</b><br/> <b>8.8.17-8.10.17:</b> Open House<br/> <b>8.29.2017-</b><br/> <b>10.10.2017:</b> Love &amp; Logic Parenting Training<br/> <b>8.29.2017:</b> WatchDOGS Pizza Night<br/> <b>8.31.2017:</b> Parent RI/MI Informational Meeting with Mrs. Meador<br/> <b>10.5.2017:</b> Parent Curriculum Night with Mrs. Meador, New Math<br/> <b>11.1.2017:</b> P.A.S.S. (Parent Attendance Support Session) with SSW, Antoinette Frazier<br/> <b>11.11.2017:</b> PTA Turkey Trot<br/> <b>12.7.2018:</b> Dessert Theater<br/> <b>12.16.2018:</b> PTA Breakfast with Santa<br/> <b>1.19.2018:</b> PTA Dad &amp; Me Movie Night<br/> <b>2.1.2018:</b> Parent Curriculum Night with Mrs. Meador, Paired Passages<br/> <b>2.10.2018:</b> PTA 80's Dance Party<br/> <b>2.27.2018:</b> Parenting in the Digital Age by Dr. Patti Agatston<br/> <b>3.8.2018:</b> PTA Art Show; 1<sup>st</sup> grade performance; Parent Info Night, Preparing for the Milestones</p> | <p>IP</p> |
|--|--|--|--|--|---|-----------|



## Cheatham Hill Elementary 2017-18 Cobb Strategic Plan

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|---|-----|-----|-----|-----|--|-----|
|   |     |     |     |     | <b>3.16.2018:</b> PTA International Night<br><b>5.3.2018:</b> PTA Mom & Me BINGO Night |     |
| <b>Other:</b><br>(Priorities specific to school.) | N/A | N/A | N/A | N/A | N/A  | N/A |

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

| District Focus Priorities<br>2016-2019   |  | 2017-18 Aligned Actions and Measurements<br>(Current School Year Plan and Evaluation of previous year’s plan due September 1) |              |           |                   |  |  |
|--|--|---|--------------|-----------|-------------------|--|--|
| Focus Priorities:<br>(Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD) |  | Key Actions:<br>(List as many actions as needed in each box.)   | Measured by: | Owner(s): | Resources Needed: | Results of Key Actions from last year’s plan:<br>(Due September 1) | Focus Priority Status:<br>IP = In Progress<br>FO = Fully Operational |



# Cheatham Hill Elementary 2017-18 Cobb Strategic Plan

|  |  |   |   |   |   |                  |
|--|--|---|---|---|---|------------------|
| <p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p> | <p>~Provide teachers (and students) with an Academic Coach to support instruction, engagement, and professional learning</p> <p>~Provide monthly opportunities for teachers to access support from our TT/IS (Technology Teaching/Integration Specialist): <i>both required and optional</i></p> <p>~Provide professional learning that aligns with local school and district goals</p> <p>~Provide new staff members with mentors</p> | <p>~Dates of optional and required instructional technology trainings</p> <p>~Dates of local staff development trainings</p> <p>~Survey results of new staff members <i>(indicating their experience and feelings of support)</i></p> | <p>New staff; Teacher Leaders; Mentors; Academic Coach; Admin</p> | <p>Title II; Cell tower funds for substitute teachers</p> | <p><b><u>Dates Optional and Required Instructional Tech Trainings:</u></b></p> <p>*8.30.2017<br/>9.20.2017<br/>*9.22.2017<br/>10.12.2017<br/>*10.16.2017<br/>*10.18.2017<br/>*11.6.2017<br/>*11.17.2017<br/>*1.16.2018<br/>*1.23.2018<br/>*2.6.2018<br/>*2.13.2018<br/>*3.11.2018<br/>*4.10.2018<br/>*4.24.2018<br/>*5.15.2018<br/>*optional</p> <p><b><u>Dates of Local Staff Development Trainings:</u></b></p> <p>9.21.2018 Conceptua Math Training<br/>11.7.2018<br/>November &amp; December Collaboration Meetings (grade level teams)<br/>12.19.2018<br/>12.20.2018<br/>1.25.2019<br/>1.26.2019<br/>3.6.2019: Constructed Response</p> <p><b><u>Survey Results of New Staff:</u></b></p> <p>80% by Mentor<br/>100% by Admin</p> | <p><b>IP</b></p> |
|--|--|---|---|---|---|------------------|



# Cheatham Hill Elementary 2017-18 Cobb Strategic Plan

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|---|--|--|--|---------------------------------------|--|----|
| Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE <sup>2</sup> ) | <p>~Share school-wide results (performance levels) during mid-year conferences</p> <p>~Share school-wide results (performance levels) during end of the year conferences</p> <p>~Coach to conduct needs assessment with teams and individuals to plan meaningful professional learning based on wants/needs of the staff and self-assessment through TKES/LKES</p> | ~Dates of conferences  | Admin  | N/A                                   | <p><u>Dates of Mid-Year Conferences:</u><br/>January 3, 2018</p> <p><u>Dates of EOY Conferences:</u><br/>April-May 2018</p>  | IP |
| <b>Other:</b><br>(Specific to school.)  | ~Implement a New Teacher (less than 2 years in the profession) Support Program “Cookies for Rookies”   | <p>~Dates of Support Sessions</p> <p>~Survey results of new staff members <i>(indicating their experience and feelings of support)</i></p> | Admin;<br>Novice Teachers (less than 2 years);<br>Academic Coach;<br>Mentors | PL Funds<br>(Title II and Cell Tower) | <p><u>Dates of Support Sessions:</u><br/> <b>August 31:</b> Positive Behavior Management Plans<br/> <b>September 21:</b> Guided Math<br/> <b>October 26:</b> Guided Reading Strategies<br/> <b>November 30:</b> Lucy Calkins Series<br/> <b>January 25:</b> Ideas for Closing Lessons</p> <p><u>Survey Results of New Staff:</u><br/> 80% by Mentor<br/> 100% by Admin</p> | IP |