Fulton County Schools
Where Students Come First

ROSWELL NORTH ELEMENTARY SCHOOL

STRATEGIC PLAN SY 2016/17 – SY 2019/20

APPROVED JUNE 2016

In May 2012, the Georgia Board of Education voted to make Fulton County Schools the state's largest charter system. The charter system model offers increased autonomy and flexibility, both at the school level and system-wide, to employ research-based methods to improve student achievement, even if such innovations require exemptions to current state laws and regulations.

Given this framework, individual schools within Fulton County have the ability to work in dramatically new ways. We are asking our communities to help drive change by redefining engagement in our schools. Our collective vision is that every Fulton County school will have a school leader and local School Governance Council equipped to lead effectively in a charter system environment--improving student achievement through innovation and flexibility. Schools will be empowered to consider the best uses of resources at the local level and design innovative practices that align with school needs.

The process at Roswell North included five distinct phases: (1) a needs assessment; (2) the identification of priority issues; (3) the establishment of long-term outcomes, focus areas, & short-term goals; (4) the formulation of strategic initiatives; and (5) the development of a monitoring plan. Developed over a period of several months and designed collaboratively with input and guidance from many stakeholders, the strategic plan represents our deliberate approach to shape and guide what Roswell North is, what we do, and why. Our students deserve the best educational experience we can provide, and this plan sets our vision and direction for making that happen.

For every school, the strategic planning process involves a thorough consideration of the following questions: Why is reflecting on our practices, processes, and perceptions critical to achieve our long-term outcomes? How will we address the root causes identified in our needs assessment? How will we know we are moving in the right direction? What will we do differently? By identifying strengths and weaknesses within the school and examining opportunities and challenges within the external environment, schools lay the foundation for building a strategic plan that builds on their positive attributes while overcoming any weaknesses or areas for improvement.

Roswell North Elementary School began the strategic planning process by conducting a needs assessment. Through a close analysis of the internal and external environments, we sought to identify stakeholders' perceptions of our school and enhance our understanding of the political, socio-economic, and demographic environment in which the school operates. By analyzing a comprehensive set of school data, the leaders of Roswell North Elementary School reflected on progress toward 2012-2016 strategic plan long-term outcomes, clarified performance trends and identified the school's most critical areas for improvement.

Progress toward 2012-2016 Strategic Plan Long-Term Outcomes

Long-Term Outcome 1	Indicator	Baseline	Target	Current Data
Increase academic achievement	5th Grade Writing Assessment	Did Not Meet: 1% Meets: 58% Exceeds: 31%	n/a	Embedded into Milestones
	Students with Disabilities (SWD): % meets/exceeds in Math on EOG Assessment	58%	n/a	12%
	Economically Disadvantaged (ED): % meets/exceeds in Math on EOG Assessment	70%	n/a	20%
	Students with Disabilities (SWD): % meets/exceeds in Science on EOG Assessment	61%	n/a	8%
	Economically Disadvantaged (ED): % meets/exceeds in Science on EOG Assessment	77%	n/a	18%

This initial long-term outcome focuses on academic achievement through student performance on the 5th Grade Writing Assessment and End-of Grade Assessment. The 5th Grade Writing Assessment, previously implemented at the end of Grade 5, focused on student writing across domains – ideas, organization, and conventions – in narrative, persuasive, and informational genres. This assessment was phased out after the 2013-2014 school year and the assessment of writing is now embedded in the Georgia Milestones Assessment System for Grades 3, 4, and 5. In accordance with the Georgia Standards of Excellence, this embedded writing assessment puts less focus on the narrative genre and shifts from a persuasive focus to an opinion-based one. It is also important to note the transition from the Criterion-Reference Competency Test (CRCT) to the Georgia Milestones Assessment System as the End-of-Grade Assessment beginning in spring 2015. The performance indicators selected to measure growth towards this long-term outcome reflect those populations with the greatest achievement gap. Several strategic moves were made to work towards this long-term outcome. In the winter of 2014, the Northwest Learning Community Humanities Specialist and Professional Learning specialist worked together to design and begin the roll-out of a large-scale professional development effort focused on balanced literacy and guided reading, which has continued through the on-site Curriculum Support Teacher into the 2015-2016 school year. Although not an identified component of the strategic plan, the tightening of the Response to Intervention (RtI) and Early Intervention Program (EIP) frameworks has also been a focus to provide increased support to our most struggling learners. Marginal increases were noted for this long-term outcome between 2012 and 2014. However, the introduction of the Milestones in 2015 presents an added challenge when comparing baseline and current data. One challenge identified is a change in standards during the time this strategic plan was implemented. As such, continued

work on unpacking and deepening teacher understanding of the standards will foster future growth towards this outcome. An additional challenge is the need to consider writing data as embedded in the new Georgia Milestones Assessment System in comparison to the 5th Grade Writing Assessment, which has been phased out.

Long-Term Outcome 2	Indicator	Baseline	Target	Current Data
Increase students' civic impact on their community	# of PBLs taught per year	0	n/a	2 per teacher per year

Project-Based Learning was selected as the performance indicator for civic impact on the community because of the "public product" element embedded in PBL units. Incremental progress has been made throughout the range of this strategic plan. Over the course of the 2014-2015 school year, teachers received professional development from the Buck Institute and began implementing PBL in conjunction with STEAM. Units were developed based around teacher and student interest but not tied directly to standards. While this strategy provided a way for teachers to become comfortable with the planning of PBL units/lessons and students to become familiar with this new model of learning, its lack of focus on curriculum is notably a weakness. In 2015-2016, seed fund money was used to fund one PBL Facilitator, with another purchased through school funds. These facilitators have provided monthly professional development to teachers around the eight components of PBL, as well as supported the development and implementation of standards-based units in science and social studies. These facilitators have strengthened teacher understanding of the PBL components, provided a structure for creating and analyzing PBL units, and provided in-classroom support and modeling. Teachers will implement two PBL units this school year with all units written for roll-out during the 2016-2017 school year. The writing of these units is a success to celebrate, and their existence and continued implementation and review are a sustainable deliverable from these PBL coaches. That being said, we also recognize that the taping of lessons and addition of lesson/professional development videos to add to this PBL library is an element of our 2015-2016 Seed Fund that has not materialized.

Long-Term Outcome 3	Indicator	Baseline	Target	Current Data
Increase students' application of real world 21st century skills	# of PBLs taught per year	0	n/a	2 per teacher per year
	All Students: % Exceeds on EOG Assessment	Language: 47% Mathematics: 49% Reading: 55% Science: 54% Social Studies: 33%	n/a	ELA: 16% Mathematics: 9% Science: 9% Social Studies: 9%
	Number of Advanced Students	Historical data not available	n/a	RELA: 291 Mathematics: 117

	Number of Accelerated Students	Historical data not available	n/a	RELA: 97 Mathematics: 103

This last long-term outcome uses a variety of indicators to measure the application of real world 21st century skills. At its core, Project-Based Learning is designed to embed learning and teaching into real-world contexts and 21st century competencies. Evidence of progress in relation to project-based learning is notable, with standards-aligned units now being implemented and future units developed around the eight elements of PBL. In 2015-2016, seed fund money was used to fund one PBL Facilitator, with another purchased through school funds. These facilitators have provided monthly professional development to teachers around the eight components of PBL, as well as supported the development and implementation of standards-based units in science and social studies. Teachers will implement two this school year with all units written for roll-out in 2016-2017 school year. Leveraging these resources and people will provide increased sustainability for future work. One challenge identified in reflecting on this long-term outcome is the rough correlation made between the other performance indicators to 21st century skills. The percent of students exceeding on End-of-Grade (EOG) assessments and quantity of advanced and accelerated students do not directly align with 21st century skills, but rather achievement related to rigor. When this strategic plan was rolled out, the EOG assessment in place was the CRCT, which only included surface level questions at the recall or skill/concept level. As a result, this we cannot correlate this metric to a focus on real world skills or 21st century competencies. Even with the shift to Milestones and an increasing number of questions focused on analysis and synthesis, this correlation is weak, as student performance does not necessarily reflect the use of many of the soft skills indicated by this long-term outcome. Additionally, a student's Continuous Achievement level is not indicative of real-world 21st century skill application. The Continuous Achievement framework is designed to provide a continuously challenging environment based on student mastery of grade-level curriculum. We are hopeful that real world 21st century skills would be embedded into all classrooms, not just those that are advanced and accelerated. A changeover in administration has made it difficult to locate historical data related to Continuous Achievement, therefore we cannot reflect on this particular factor. However, ensuring correct student placement is a goal to meeting the individual needs of all students.

Needs Assessment – Process

Roswell North Elementary began the strategic planning process in the spring of 2016. In order to plan our strategic direction, we initiated a Needs Assessment Process. The Needs Assessment Process employed was a comprehensive and thorough process of engagement with our community of stakeholders to understand our specific strengths and challenges and consider a path to address them collectively.

The data collection process was conducted by School Governance Council (SGC) faculty, parent, and community representatives. All SGC members participated in the data review and analysis. The SUG Protocol (identifying issues based on the data and rating the data according to the seriousness, urgency, and growth) was utilized in the process to prioritize and pinpoint key issues that evolved into the focus of the long-term outcomes for our strategic plan.

Needs Assessment Process

Stakeholder Group	Data and Input Collected	Facilitated Method/ Survey
Professional Learning Communities	Academic Assessment Data	RNE Instructional Council/ Leadership Team
Parents and Guardians	Perception, Experience, Inputs	Web-based; distributed to all
Community and Business Members	Perception, Experience, Inputs	Interviews, Community Meetings
Teacher and Staff	Perception, Experience, Inputs	Focus Groups
Students	Perception, Experience, Inputs	Focus Groups
…..		

Needs Assessment – Prioritized Findings

Demographics, Attendance, and School Quality Review

Roswell North Elementary school is located in the heart of Roswell. Currently, RNE serves 1048 students from Pre-Kindergarten through fifth grade. The school population has remained steady for the last few years but the opening of a new school will reduce the number of students for the 2016-17 school year to 895.

Demographics, Attendance, and Community Trend Data

Data Considerations: Data was collected under previous administration in 2014. For 2015-16, there is a new principal, two new assistant principals, and a new Curriculum Support Teacher who started in March 2015.

Data:

	Academic Year 2013-14	**Academic Year 2014-15**
Grades:	PK-5	PK-5
Number of students enrolled:	1143	1049
Percentage of general education students:	58%	57%
Percentage of special education students:	10%	10%
Percentage of English language learner students:	4%	3%
In school suspensions:	2	-
Out of school suspensions:	56	14
Percentage of students that are Title 1 eligible:	27%	24%
Attendance percentage:	97%	96%
Ethnic make-up of the students (percentages):		
American Indian / Alaska Native	0%	0%
Asian	3%	2%
Black / African American	17%	15%
Hispanic	13%	14%
Multi-Racial	4%	5%
Native Hawaiian / Pacific Islander	0%	0%
White	63%	64%

97 students with 5 or more unexcused absences

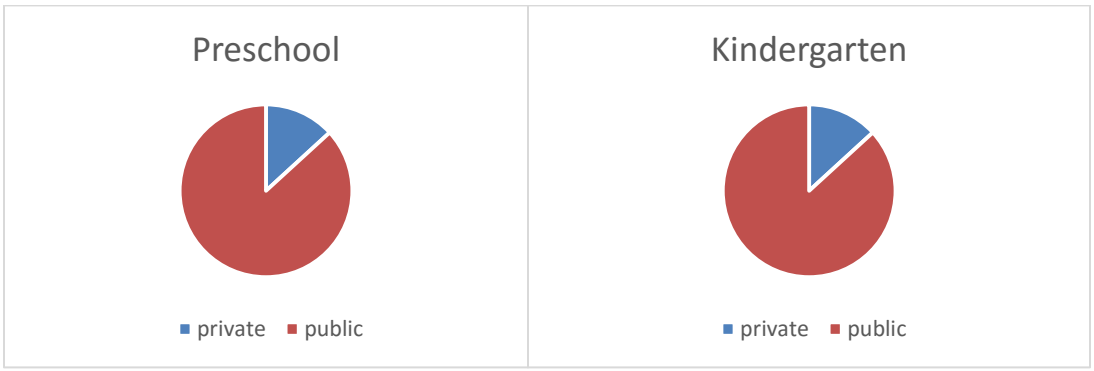
52 students with 10 or more unexcused tardies

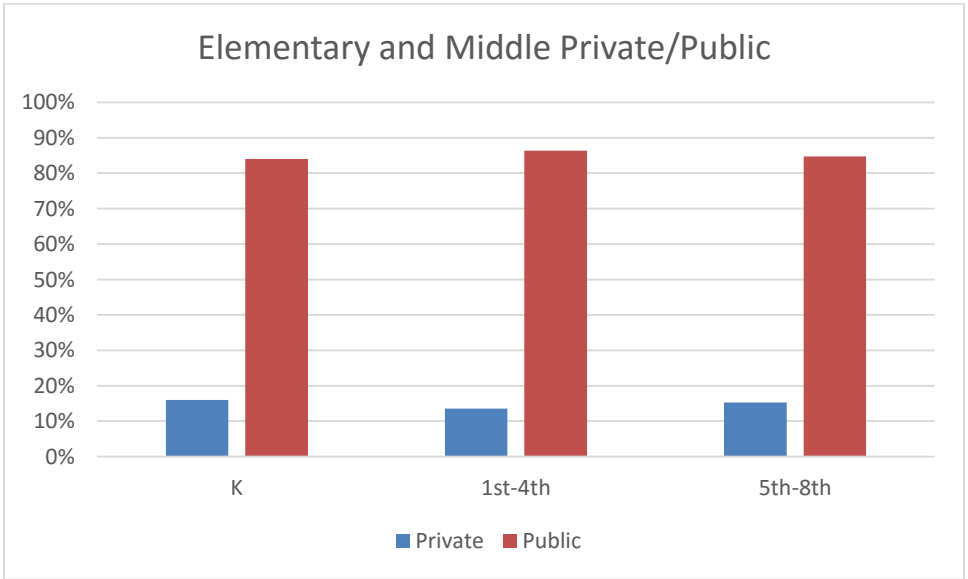
American Fact Finder Data

Data Considerations:

Data is derived from US 2010 Census with other data being pulled from 2014 Population Estimate Data.

Data:





Trends & Patterns:

The information is dated in that the majority is being pulled from a 2010 Census. The other numbers, from 2014, are estimates based on trends.

As of 2015, there have been demographic changes with the loss of the Fraser Street apartments. Also, 2016-2017 plans to redistrict RNE will affect the school demographics.

Students come to us from majority private PreK, 73%, with only 27% attending public programs. More students enrolled in Private Kindergarten, 16%. Private school enrollment decreases to 13.6% in 1st – 4th grades and then increases again in 5th-8th grades to 15.3%. (Percentages based off of 10,818 students K-12, 86.8% public/13.2% private)

Median income reported on 2010 Census is $101,744.

Internal Environment: Student Learning

STAR

Data Considerations

STAR is a universal screener given three times a year (fall, winter, spring) to all students. STAR is a computer adaptive assessment, meaning with each answer, the computer adapts to the student's ability/performance. STAR Reading assesses reading comprehension in connection to grade-level standards, with a combination of vocabulary-in-context and authentic-text passages. STAR Early Literacy measures fundamental literacy skills, such as phonics, early numeracy, and basic vocabulary. STAR math assesses student understanding of numeracy, computation, geometry, measurement, and data through a combination of basic math problems and word problems.

Key Terminology for Understanding Scores:

> *Percentile Rank (PR)* – Norm-referenced scores that indicate the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. PR ranges from 1 to 99. Percentile ranks shift each screening window in correlation to students' scaled score, which is calculated based on the difficulty of questions and number of correct responses. For example, a scaled score of 631 would be at the 50th percentile in the fall, the 30th percentile in the winter, and the 15th percentile in the spring.

Students are classified into levels of academic need/support according to their PR:

> Urgent Intervention: Below 20 PR
>
> Intervention: 20 – 39 PR
>
> On Watch: 40 – 49 PR
>
> At/Above Benchmark: At/Above 50 PR

Data

STAR EARLY LITERACY

GRADE (# STUDENTS)	% AT/ABOVE	% ON WATCH	% INTERVENTION	% URGENT INTERVENTION
KK (158)	67.1	10.8	16.5	5.7
1 (9)	44.4	11.1	0.0	44.4
2 (6)	0	0	33.3	66.7

STAR READING

GRADE (# STUDENTS)	% AT/ABOVE	% ON WATCH	% INTERVENTION	% URGENT INTERVENTION
1 (151)	66.9	4.6	10.6	17.9
2 (171)	71.3	4.7	12.3	11.7
3 (183)	69.9	7.1	10.9	12.0
4 (162)	75.3	8.6	6.8	9.3
5 (155)	72.9	5.2	13.5	8.4

STAR MATH

GRADE (# STUDENTS)	% AT/ABOVE	% ON WATCH	% INTERVENTION	% URGENT INTERVENTION
1 (152)	80.3	5.9	7.9	5.9
2 (173)	72.8	5.8	9.2	12.1
3 (184)	83.2	5.4	5.4	6.0
4 (156)	75.0	8.3	8.3	8.3
5 (158)	75.9	6.3	12.7	5.1

Trends & Patterns

Scores show that the majority of students across grade levels are at/above benchmark at the time of the winter benchmark, with scores ranging 66.9 -75.3 on STAR Reading and 72.8-83.2 on STAR Math. In Grades 1-4, the second highest percentage of students is in the Urgent Intervention category for STAR Reading. In Grades 1-3, the second highest percentage of students is in the Urgent Intervention category for STAR Math. In grades K & 5, the second highest percentage of students is in the Intervention category on all assessments, with the addition of Grade 4 where there is an equal percentage of students in the On Watch, Intervention, and Urgent Intervention categories. All 2nd grade students who still meet STAR Early Literacy criteria are in the Intervention or Urgent Intervention category.

MILESTONES

Data Considerations

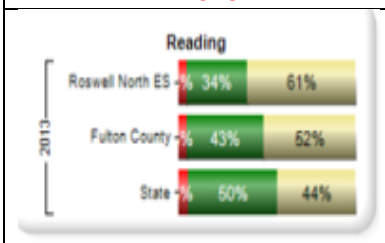
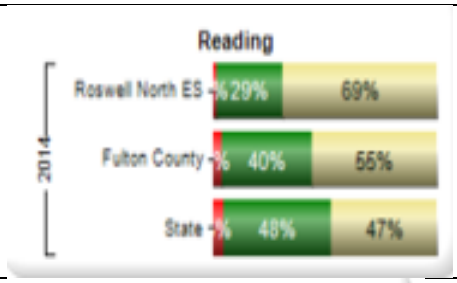
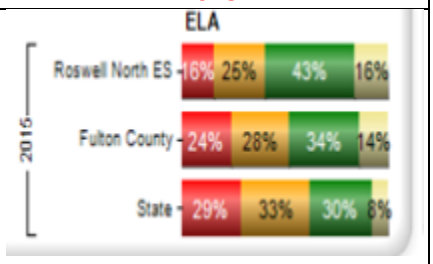
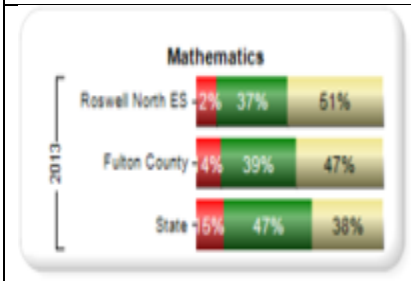
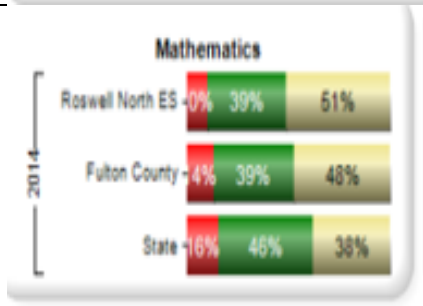
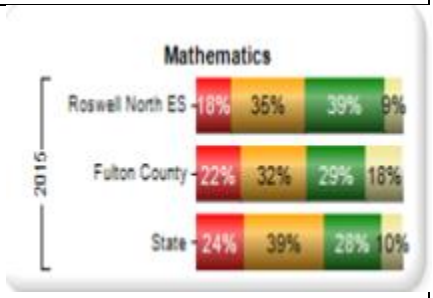
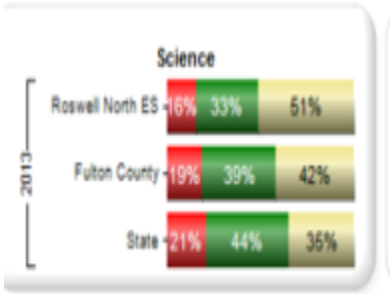
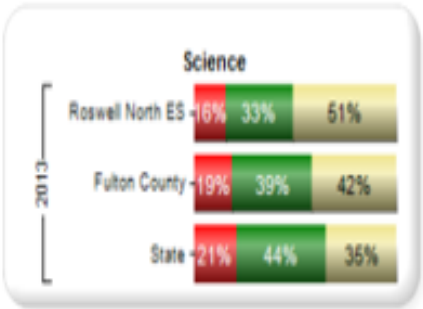
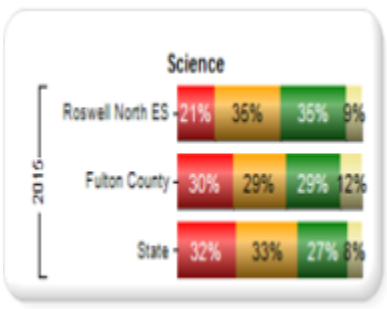
Four levels of proficiency:

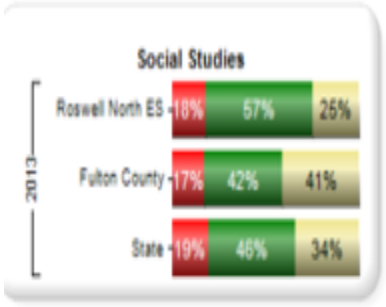
- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

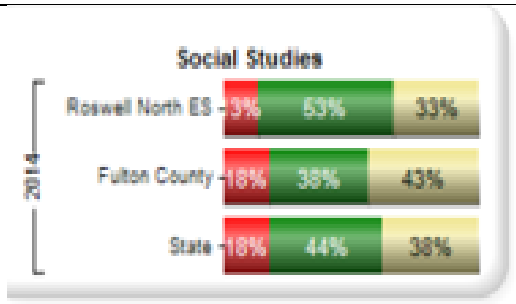
ELA includes reading, writing, and grammar. In addition to a proficiency level, there is also a reading indicator which demonstrates whether a student is below or on/above benchmark according to Lexile level, a measure of text complexity.

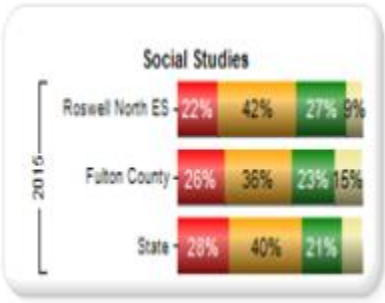
Retention Indicators: Grades 3 & 5 reading beginning learner proficiency level and below benchmark reading indicators and Grade 5 math beginning learner proficiency level.

Data

2013	2014	2015
		
		
		







Trends & Patterns

Across grade levels and subject areas, more students fall into the beginning and developing levels of proficiency than in the proficient and distinguished categories. ELA has the highest percentage of students in either the proficient or distinguished categories across grade levels with an averaged combined percentage of 59.3%. This does not reflect the number of students scoring below benchmark on the reading level indicator. Social Studies has the lowest percentage of students in either the proficient or distinguished categories across grade levels, with an averaged combined percentage of 35.6%. Significant strengths can be seen in Grade 4 mathematics (50% proficient/distinguished), Grade 3 science (16.4% distinguished; significantly higher than other grade levels), and Grade 3 reading (24.5% distinguished). Significant areas for growth can be seen in Grade 5 mathematics (56.1% beginning/developing), Grade 4 social studies (66.2% beginning/developing), and Grade 5 social studies (66.9% beginning/developing).

2015 Milestones data was considered hold-harmless, meaning retention indicators were not utilized as promotion criteria. However, the data suggests that an average of 15.9% of 3rd and 5th grade students would be considered for retention as a result of their beginning learner ELA status, and an average of 23.6% of 5th grade students would be considered for retention as a result of their beginning learner math status.

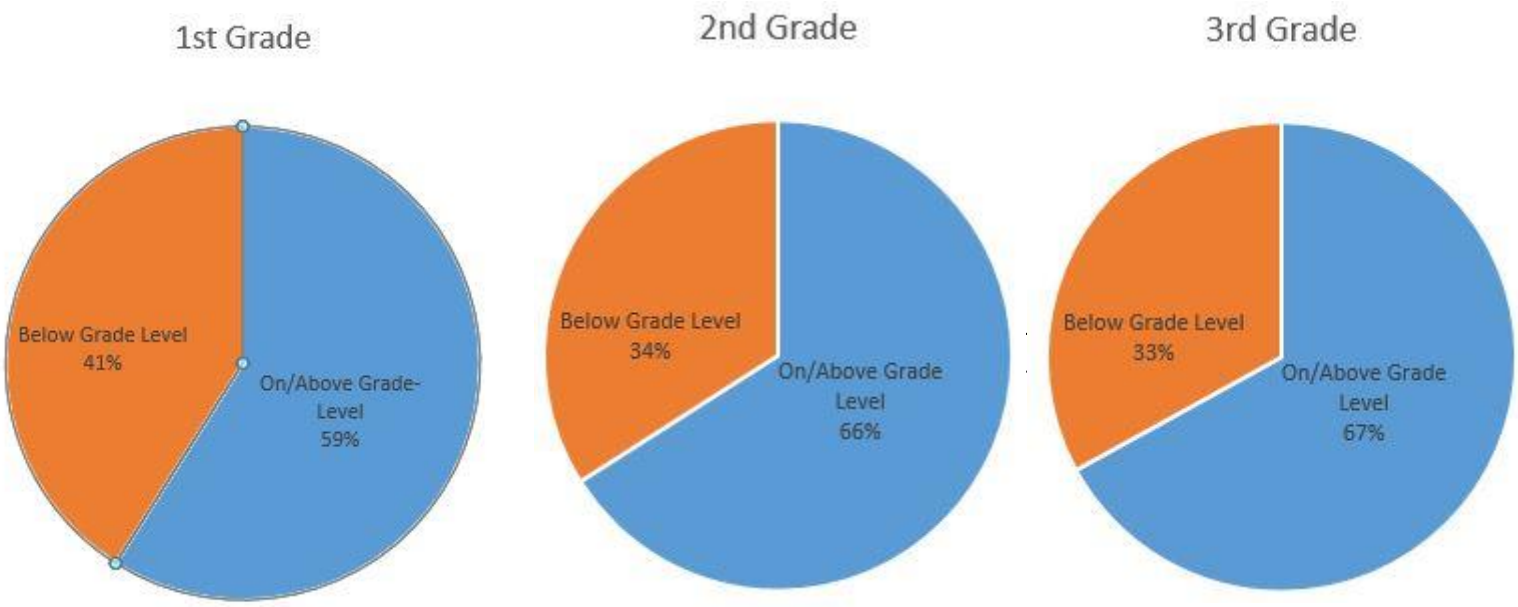
Not included in the above recorded data is a comparison to district and state scores. When considering the percentage of proficient students, Roswell North scored at/above the district and state in all subject areas and grades except 5th grade math, 4th grade social studies, and 5th grade social studies.

DRA

Data Considerations

The Diagnostic Reading Assessment (DRA) is a diagnostic assessment administered to all students at least two times per year (fall and spring). Students below benchmark in the fall are assessed again in the winter. The DRA assesses reading habits and skills, including oral reading fluency and comprehension. Assessment scores are benchmarked so that individual student performance can be compared to grade-level expectations. The data below is from the Fall 2015 administration.

Data



CCRPI

Also as part of the student need component, the School Governance Council (SGC) evaluated scores from the 2013, 2014, and 2015 College and Career Ready Performance Indexes. Data for the reports is summarized in the table. There is a significant change from year to year in Total CCRPI score, with other significant changes noted particularly from 2014 to 2015.

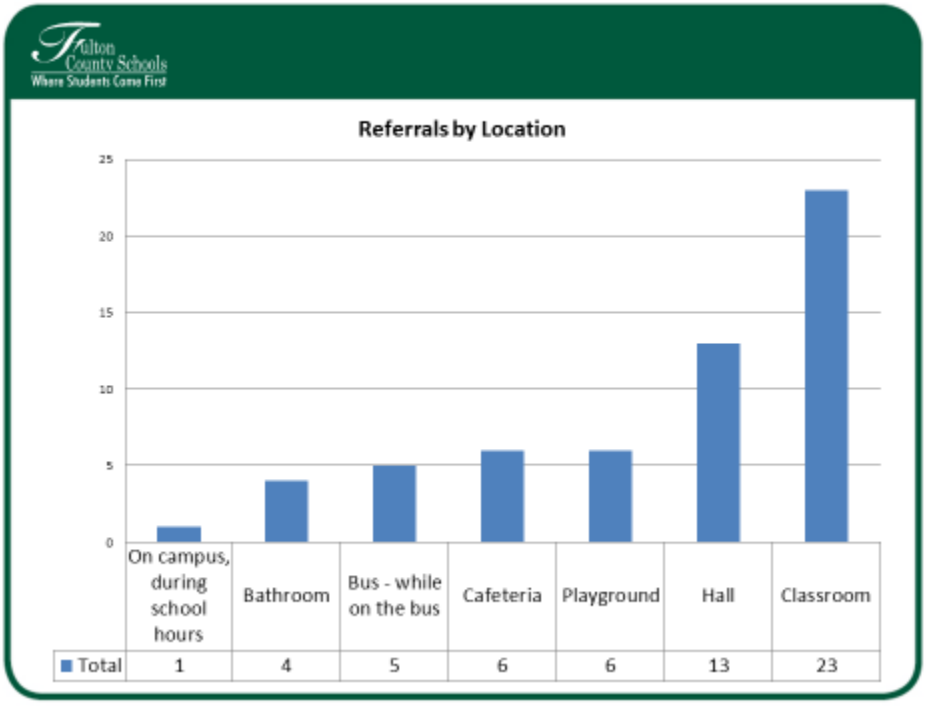
Year	Total CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	
					ED/EL/SWD Performance Points	Exceeding the Bar Points
2013	72.7	49.8	15.9	6	0	1
2014	89.3	53.7	16.9	14	2.2	1.5
2015	69.6	33.8	29.8	4.2	.3	1.5

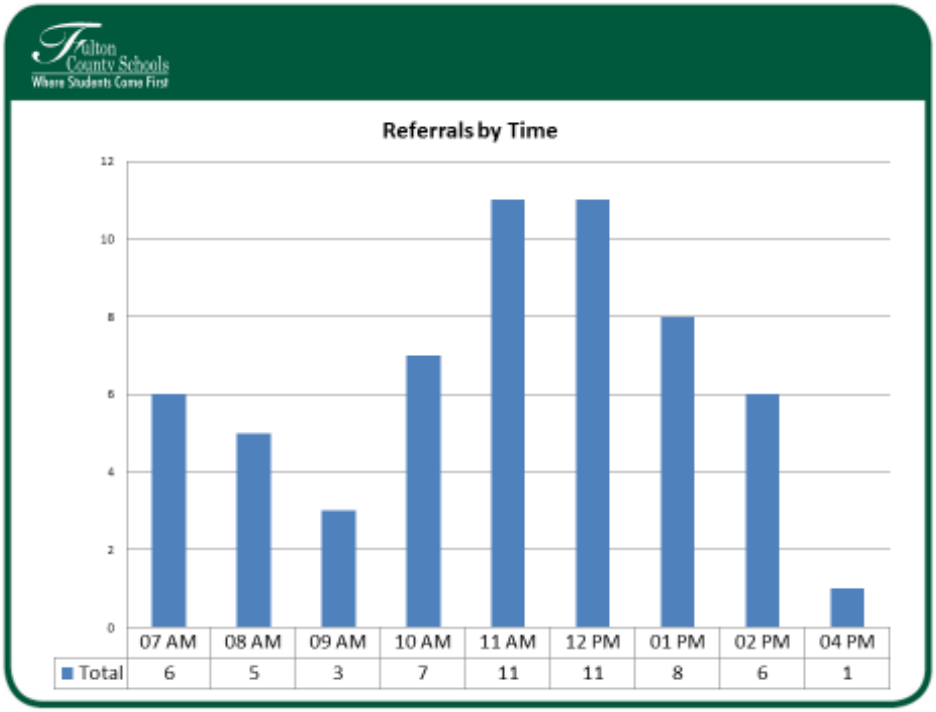
DISCIPLINE

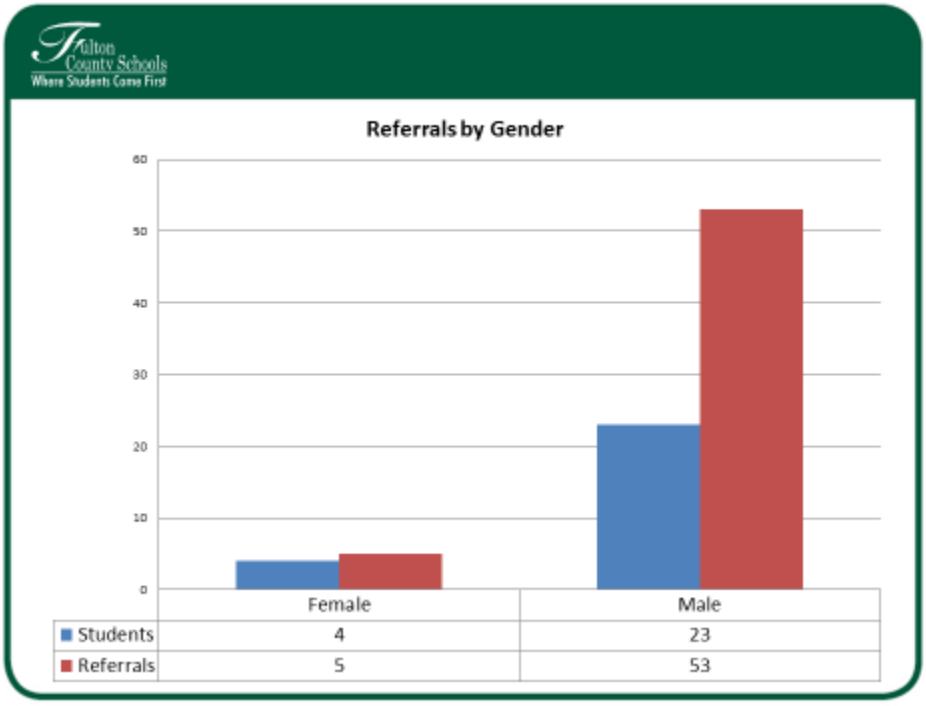
Data Considerations

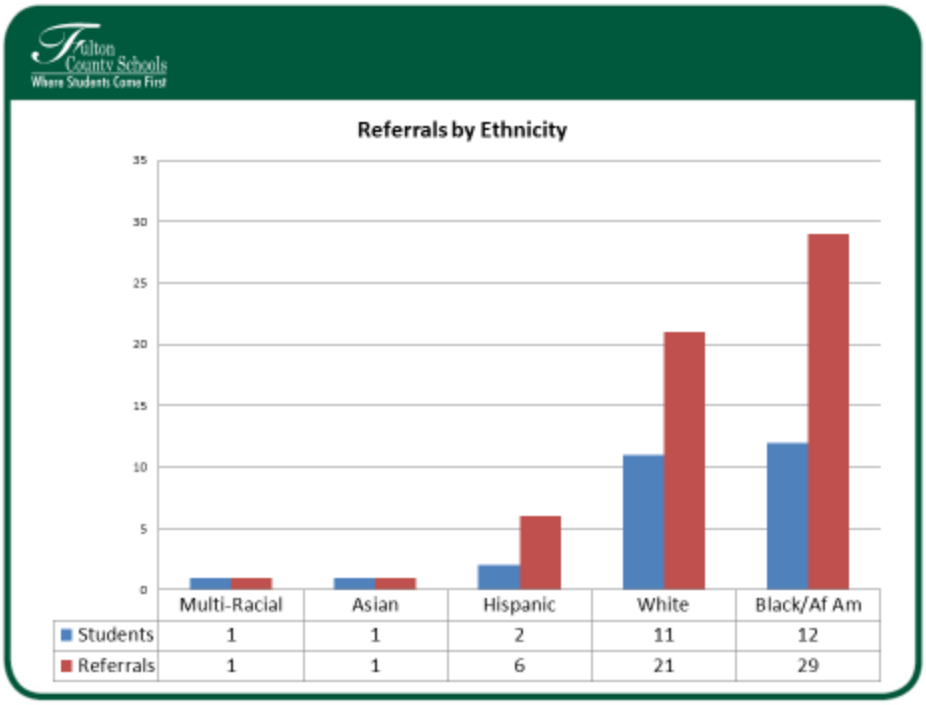
The graphs below indicate disciplinary referrals entered into the system from August-December 2015. Each bar represents the number of referrals, not necessarily the number of students.

Data




Fulton County Schools
Where Students Come First
Referrals by Time
12
10
8
6
4
2
0
07 AM 08 AM 09 AM 10 AM 11 AM 12 PM 01 PM 02 PM 04 PM
Total 6 5 3 7 11 11 8 6 1


Fulton County Schools
Where Students Come First
Referrals by Gender
60
50
40
30
20
10
0
Female Male
Students 4 23
Referrals 5 53



Trends & Patterns

The top two locations of referrals are the classroom followed by the hallway, both of which are teacher-supervised locations. Most referrals occur during the instructional day, as indicated in the second graph. Boys constituted 86% of the referrals for the first semester. Additionally, although African American students only make up 16% of the RNE student population, they are 44% of the students who got disciplinary referrals and 51% of the total referrals.

STUDENT FOCUS GROUP

Data Considerations

One boy and one girl from each grade level participated in the K-2 or 3-5 focus groups. Students were selected at random.

Trends & Patterns

What works well with HOW taught/HOW learning?	• Math stations • Redbird • Project-Based Learning • 3-5: Researching on computer/Chromebook, using computer/Chromebook to complete work

What needs improvement with HOW taught/HOW learning?	• Work is too easy • A lot of worksheets • Homework (some students said too tricky, others "wish" they had consistently)
What makes this a good place to learn?	• Teachers are kind and fun • Longer recess • Science Lab
What distracts/takes away from your learning?	• Other students' behavior • Noise/people talking (in classroom, in hallways) • Not enough time to finish work

SCHOOL QUALITY REVIEW (SQR)

Data Considerations

The School Quality Review is conducted every three years by an independent consulting company. The panel conducting the review is comprised of a facilitator from the contracted company as well as 2-3 Fulton County employees from outside the school. Considerable norming is conducted leading in to the team's visit.

Trends & Patterns

The following trends and patterns are those which were included in both the Spring 2015 and Spring 2012 Quality Review Reports.

- Too often, Common Formative Assessments used by teachers are merely worksheets and do not give students the practice needed in Constructed and Extended Responses. In lessons, ongoing checks for understanding are limited (p.3).
- Teachers do not consistently use data in their daily lessons to provide differentiated tasks to meet the varying levels of understanding within the class in part because current CFAs do not provide teaches with accurate enough information about student skills and understandings (p. 5).
- Few teachers refer to the standards or EQ at checkpoints in the lesson or to measure progress (p. 6).
- Students do not regularly set improvement goals that are linked to their mastery of the CCGPS (p. 6).
- Teachers need to be provided with clear guidance on effective lesson planning and incorporate the regular monitoring of unit and short-term lesson plans into the leadership meeting cycle to ensure that all lessons provide sufficient challenge for all students and align with the CCGPS (p. 9).
- Teachers need professional development in developing CFAs that provide the information that the school needs to accurately monitor its performance.

Teacher Focus Group

Teachers met in small groups and discussed in a facilitation conversation the areas of student achievement, teacher professional development, reward and recognitions, and parent engagement.

Student Achievement

- Make up of classrooms (student-wise)
- Resource availability
- RTI consistency
- Time (better use and more help with)
- Better use of assessments
- TAG structure
- Consistency across technology platforms
- Resources for below bench work students

Teacher Professional Development

- Need for transparency/ two-way communication
- Need to feel appreciated
- Teacher counselor/ need to vent
- Peer-to-peer observation
- # of kids dominating/ draining resources
- Teacher recognition
- Community building
- Media exposure on the positives

Reward and Recognition

- Informal recognition
- Room parent involvement/ protocol
- Administration being present and visible
- Positive reinforcement
- Surprise versus normal or scheduled recognition

Parent Engagement

- Need for more parent involvement
- More equitable distribution of parents
- Need for supplies
- Parent education around grade level requirements
- Database of parent skill sets
- Single sign up for all volunteer requests
- Consistent communication between teacher/ parent and vice versa

LONG-TERM OUTCOME 1. Increase student achievement in literacy

School data indicates deficits in the area of reading and writing. This was determined through the analysis of multiple measures such as EOG assessments, STAR, DRA, and Write Score. Data reveals the opportunity to focus on growth amongst all learners in an effort to close the achievement gap that exists across all learners. Both teachers and parents expressed a desire to increase opportunities for parents to become more involved in academics in an effort to support learning at home and positively affect student achievement.

Associated Measures

- % of students in all sub- groups demonstrating gains in reading/writing as measured on school- wide assessments (DRA, Writing assessments- Lucy Caulkins Pre/Post assessments, ELA common assessments)
- % of students in all sub groups demonstrating gains in reading/writing as measured on system-wide assessments (STAR Reading, EOG)

LONG-TERM OUTCOME 2. Increase student achievement in math.

School data indicates deficits in the area of math. This was determined through the analysis of multiple measures such as EOG assessments, STAR, and common assessments. Data reveals the opportunity to focus on growth among all learners in an effort to close the achievement gap that exists across all learners. Both teachers and parents expressed a desire to increase opportunities for parents to become more involved in academics in an effort to support learning at home and positively affect student achievement.

Associated Measures

- % of students in all sub- groups demonstrating gains in math as measured on school- wide assessments (Pre/Post assessments for math units, math common assessments)
- % of students in all sub groups demonstrating gains in math as measured on system-wide assessments (STAR Math, EOG)

LONG-TERM OUTCOME 3. Create a supportive schoolwide community of students, teachers, administrators, parents and community.

Community survey and teacher focus group meetings indicated a need to increase the level of school wide communication and collaboration. Teachers participated in small group open discussion facilitated by stakeholders. Topics covered student engagement, parent engagement, reward and recognition, and professional development. Data was compiled and trends identified with common themes that indicated a need for a focus on two-way communication and collaboration. The community survey was a perception survey that also identified this need.

FOCUS AREA 1. Data Utilization & Assessment

Both teachers and students will utilize data to drive instruction and learning to increase student achievement in reading, writing, and math. Including the students in this data usage will organically increase their ownership of learning and thereby engagement in the classroom as well. According to McLaughlin and Talbert (2006), "teacher collaboration in strong professional learning communities improves the quality of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success." Furthermore, Fullan (2008) argues, "transparency of results creates an aura of positive pressure that is actionable in that it points to solutions and pressures that at the end of the days is inescapable." Building effective professional learning communities focused on the implementation of common assessments and the collaborative analysis of data allows teachers to clarify what student must learn, gather, evidence of that learning, analyze that evidence, and engage in transparent conversations about to inform and improve individual practice to positively impact students.

As indicators of progress, we will:
1. Increase staff collaboration/capability to analyze and use data to drive instruction.
2. Increase the utilization of common formative assessments implemented for all grades and subject areas.
3. Increase student's use of data for goal setting .

Summary of Strategic Initiatives:

- BEAR Time (RTI Block) -implement school-wide RTI time to provide academic interventions for struggling students and enrichment opportunities for advanced learners.
- Enhance the effectiveness of Professional Learning Communities (PLCs) in the use of common assessments and data analysis to drive instruction through a specific set of data-based protocol.

FOCUS AREA 2. Instructional Strategies & Practices/ Student Engagement

According to Horn and Staker (2015), personalized learning is a student-centered classroom environment incorporating both individualized and competency based learning. After a thorough analysis of needs assessment data, it was determined that strengthening instructional practices will positively impact student achievement. Specifically, observational data obtained from the NWLC walk through revealed weaknesses in the area of student engagement. As a result, teachers will focus on planning for and implementing instructional strategies that engage and challenge students. Data from the following assessments indicate the need to improve the alignment of instruction to standards as well as improve the use of instructional strategies that engage and challenge students: STAR, Milestones (grades 3, 4, 5), and DRA.

As indicators of progress, we will:
1. Increase student engagement in classroom activities
2. Increase opportunities for real world application of lessons
3. Increase teacher utilization of small group instruction

Summary of Strategic Initiatives:

- Implementation of Lucy Calkins' units of study.
- Implement integrated PBL units.
- Implement workshop model in literacy and math blocks.

FOCUS AREA 3. Collaborative Culture

Based on feedback gathered during focus groups and surveys, key stakeholders associated with Roswell North Elementary wish to create a supportive schoolwide community of students, teachers, staff, parents and community members. In order to create this environment, a collaborative culture that fosters two-way communication must take root.

As indicators of progress, we will:
1. Increase community engagement in academic activities.
2. Increase communication of academic expectations to stakeholders.
3. Increase stakeholders understanding of academic expectations.

Summary of Strategic Initiatives:

- Implement effective parent support structures including home-school communication protocols.

Appropriate implementation and monitoring of such a comprehensive plan requires shared responsibility, mutual accountability, and clear and consistent communication. Roswell North Elementary staff and leadership team will cooperatively monitor the implementation of the plan. The strategic initiatives will begin in stages over the next three years in order to ensure effective implementation and progress monitoring of short-term goals using carefully selected targets, measures, and timelines. Current systems in place (weekly administrative meetings, weekly Professional Learning Community (PLC) content collaboration meetings, and monthly leadership, grade level, and faculty meetings) will be instrumental in the sharing and discussion of the school's progress and future initiatives.

Tantamount to the implementation and progress monitoring of the plan is the communication of the plan to internal and external stakeholders. Internally, the cooperation of the administrative and leadership teams will ensure that each employee knows the specific actions they are to take in relation to the strategic plan. In the interest of transparency, the School Governance Council Outreach Committee, in coordination with the administrative team, will develop a process for communicating the school's implementation and monitoring of the plan with external stakeholders.

Current systems in place coupled with a specific communication plan will allow for continual assessment of the strategic plan. The Leadership Team, which includes administration, counseling staff, media and technology staff, and grade level chairs, will be responsible for developing necessary action plans, collecting and communicating data to the administrative teams on a regular basis. Quarterly updates will be provided to the SGC.