SECTION I: Strategic Planning Background and Approach

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 freedom and flexibility, both at the school level and system-wide, to employ research-based methods to improve student achievement, even if such innovations would require exemptions to current state laws and regulations.

Given the new Charter System framework, individual schools within Fulton County have the ability to work in dramatically new ways. We are asking our communities to help drive change and to get involved in our schools. Our collective vision is that every Fulton County school will have a principal and local School Governance Council equipped to effectively lead in a charter system environment to improve 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.

Roswell North Elementary began the strategic planning process in the spring of 2013. In order to plan our strategic direction forward, we first had to engage with our community to understand our specific challenges and consider a path to collectively address them.

Our process included three distinct phases: Information & Needs Analysis, Long-term Outcomes & Theory of Change, and Action Plan & Monitoring. 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 Elementary 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.
SECTION II: Context for the Strategic Plan: The School and Its Environment

For every school, the strategic planning process must begin with a thorough consideration of the questions “Where are we as a school?” and “What do we have to work with?” By identifying strengths and weaknesses within the school and examining opportunities and threats 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 began the strategic planning process by conducting an environmental scan. Through the scan process, 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.

Following the environmental scan, the planning process continued with an in-depth organizational assessment. By analyzing a comprehensive set of school data and reviewing school-based surveys and external school reviews, the leaders of Roswell North clarified performance trends and identified the school’s most critical areas for improvement.

I. Environmental Scan – Process & Summary of Findings

During the initial SGC meeting, the Principal presented an overview of the strategic planning process. It was decided at that meeting that the outreach and communications committee would take the lead on gathering and analyzing the data to complete the environmental scan.

The outreach committee met a week later to organize the work. The outreach and communications committee comprised of teachers, support staff and parents, worked together to conduct interviews with various external stakeholders. Interviews were conducted by phone and in person. A number of preschools were interviewed in addition to local small business owners, tutoring centers, real estate agents, land developers, community centers, and area private schools. Challenges presented included scheduling time to interview participants as well as having to somewhat coax the “growth opportunities” from the stakeholders. They were very eager to give us positive feedback but had trouble giving areas of improvement.

After gathering the data, the committee members sent their responses to the lead committee member and she organized the data in chart form. Prior to the next SGC meeting, the lead committee member shared the data chart with all SGC members via e-mail.

At the following SGC meeting, the team reviewed the data from the environmental scan and determined that there was not enough significant data to make informed recommendations.

The SGC unanimously agreed to gain additional input from the parents and staff members of RNE. The outreach committee gathered questions from the SGC and administered a survey monkey to all RNE stakeholders. The response was incredible and the results were rich and informative. The SGC also had an opportunity to review parts of the school’s data pack that included trends in standardized test scores.
The Fulton County School System administered a county-wide parent perception survey that tapped into the stakeholder’s views and perceptions of the school in several different areas including academic programming, organizational structure, instructional design, and school culture. Lastly, the SGC was able to review the school’s School Quality Review assessment that was performed during the Fall semester of 2012.

The main trends for what the school needs to improve:

- individualizing and/or differentiating instruction
- providing authentic feedback to students
- need for more rigor
- nurturing an environment that promotes problem solving/critical thinking
- equipping teachers with the knowledge and skills to effectively analyze data and implement strategies based upon that data
- communication (in regards to student progress and other misc information)
- Concerns for excessive testing
- need for uniforms
- need for a foreign Language
- leveling of classes (hetero vs. homogeneous grouping)
- equity in use of technology

The main trends for what the school does well

- embrace diversity
- maintain support for vision of school
- teaching of Reading
- standardized test scores consistently higher than district and state.
- community/family feel
- retain effective teachers
- strong leadership
- leverage the support of the PTA and Foundation to support achievement
II. Organizational Assessment – Process & Summary of Findings

When reviewing information for the Roswell North Elementary School Organizational Assessment, annual testing summary data was shared with teachers, administrative staff, the school leadership team, and the school governance council. Data was also extracted that outlined the efficacy of support programs designed to boost student achievement. This led to outlining strengths and weaknesses, along with the development of goals for the strategic plan.

Reading was noted as an area of strength, with students meeting/exceeding expectations on the CRCT at 92.5% (3rd), 95.8% (4th), and 96.1% (5th). Students in fourth grade showed significant growth in exceeding expectations in the area of reading, with a 16% increase from 2012 to 2013. The overall success in reading is attributed to targeted instruction closely aligned to CCGPS, and selected students having received support two to three times each week through the Community-Based Tutoring program.

Weaknesses were noted in the area of writing. Fifth grade writing scores were stagnant in 2011 and 2012, with 89% of students meeting/exceeding expectations. In 2013, 87% of students met/exceeded expectations, but the number of students exceeding fell sharply from 31% in 2012 to 18% in 2013. Students worked with teachers through the Writer’s Workshop format, writing often and receiving feedback and commentary regularly.

Despite a 17.4% gain in meets/exceeds in 4th grade, an additional area of weakness lies in the area of mathematics. The number of students meeting/exceeding expectations in 3rd grade fell from 85.8% in 2012 to 83.1% in 2013. The number of students in 3rd grade exceeding expectations fell sharply from 59% in 2012 to 49% in 2013. To solidify skills in 3rd grade, data was used from the February CRCT Diagnostic; students were divided into groups to address areas of weakness in addition to math class time. The number of students meeting/exceeding expectations in 5th grade fell from 92.7% in 2012 to 89.7% in 2013. Students in grades 3-5 who were served through the Early Intervention Program used a math lab/flipped classroom model with heavy technology integration to support learning. Students who were identified by their teachers were also served in the Extended Learning program in order to support mathematics skills two times each week.

In examining subgroup data, it is evident that the majority of students at Roswell North meet/exceed expectations. An area of focus is in pushing students to move beyond simply meeting expectations toward exceeding expectations. While all subgroups receiving accommodations had students who were unsuccessful in meeting expectations, areas of opportunity lie particularly within the 3rd grade EL subgroup, in which 33% of students were initially unsuccessful in showing mastery on the CRCT in reading, 39% in did not meet expectations in language arts, and 61% did not meet expectations in math.

In the 2013-14 school year, areas of focus in the strategic plan will address improving achievement in math and writing, and will also focus on challenging each student at their level and moving them forward through the use of common formative assessments in reading and math, use of writing rubrics with collaborative scoring, and a
focus on higher order questioning strategies to support the needs of all learners. The EL department and the 3rd grade team will receive a program (ST Math) to enrich math development, and students who qualify in grades 3-5 will be served through the Early Intervention Program in a flipped classroom model.

See data graph/chart attached

<table>
<thead>
<tr>
<th>Third Grade CRCT Trend Data</th>
<th>Fourth Grade CRCT Trend Data</th>
<th>Fifth Grade CRCT Trend Data</th>
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<tbody>
<tr>
<td>RDG</td>
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<tr>
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**Fifth Grade Georgia Writing Assessment Trend Data**

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**Third and Fifth Grade Iowa Test of Basic Skills Trend Data**

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<th>Change</th>
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<td>Language</td>
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<table>
<thead>
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<th>Change</th>
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<tr>
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<td>Math</td>
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<td>76</td>
<td>-2</td>
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SECTION III: Long-term Outcomes

This section should define the school’s 3-5 Long-term Outcomes, and, for each Long-term Outcome, provide a brief rationale that explains the reason for prioritizing the Outcome. Additionally, each Long-term Outcome should have 1 or more associated measures by which the success of the Outcome will be measured. **Note: Please add targets for each Long-term Outcome by September 30, 2013.**

**LONG-TERM OUTCOME 1.** Increase academic achievement

The SQR report suggested that rigor should be more pervasive throughout our instructional plans. In order to increase our achievement in all subjects, we will utilize project based learning, instructional technology, and effective co-teaching strategies to assist with our growth in this area. Roswell North’s achievement in the exceeds category continues to lag behind similar schools with equal demographics and resources. Continued work is needed in the areas of increased rigor, differentiation and individualizing instruction.

- Number of project based learning units taught per teacher per year
- Number of technology-integrated lessons per teacher per year
- Percentage of students who meet and exceed expectations on the 5th grade writing assessment
- Percentage of Special Education students who meet on the CRCT in math and science grades 3-5
- Percentage of ED students who meet on the CRCT in math and Science grades 3-5
- Percentage of students who score meets and exceeds on the CRCT in all subjects

**LONG-TERM OUTCOME 2.** Increase student’s civic impact on their community

In order to respond to feedback received through the school and stakeholder survey, we will seek ways for students to utilize project based learning opportunities to have a direct impact upon the community-at-large. In doing so, students will apply the skills of critical thinking, problem solving, and technology integration in exploring real world issues and offering potential solutions that have a direct impact upon their community.

- Number of project based learning units taught per teacher per year
- Number of technology-integrated lessons per teacher per year

**LONG-TERM OUTCOME 3.** Increase students’ application of real world 21st century skills

In order to respond to feedback received from district and school stakeholder survey as well as our SQR report, we will seek ways to increase the connections with learning and career and academic enrichment opportunities
in order to best prepare students for future endeavors. In doing so, increased opportunities will be given for students to have a voice in their learning based upon individual learning styles.

Number of project based learning units taught per teacher per year
Number of technology integrated lessons per teacher per year
Evidence of differentiation in teacher lesson plans
Evidence of student data portfolios for individual goal setting
Percentage of grade 3-5 students who score in the exceeds category on CRCT all subjects
Number of students who are in advanced or accelerated classes
SECTION IV: Focus Areas, Objectives, and Strategic Initiatives

This section should define the school’s 3-5 Focus Areas. Within each Focus Area, list the associated Objectives along with measures of progress. Additionally, for each Objective, list the corresponding Strategic Initiatives.

FOCUS AREA 1. Ensure professional development for staff

In order to equip staff with the necessary instructional tools, we will develop a clear plan for professional development that will support their understanding of project based learning as well as the integration of technology.

As measures of progress, we will:
1. Increase teacher depth of knowledge across all subjects
2. Increase application of instructional technology integration
3. Increase application of effective co-teaching strategies

Summary of Strategic Initiatives:
- 1. Co-teaching model classrooms
- 2. Technology Integration
- 3. Project-based learning

FOCUS AREA 2. Data Utilization

In order to ensure that our students are being instructed at the appropriate instructional level, staff will create common formative and summative assessments to track progress and inform instructional planning.

As measures of progress, we will:
1. Increase use of data to drive instruction
2. Increase student accountability for learning outcomes

Summary of Strategic Initiatives:
1. Professional Learning Communities
2. Student driven data analysis
FOCUS AREA 3. Rigor

In order for students to take more ownership in their learning, staff must add opportunities for students to think critically, problem solve, and be exposed more to an academically challenging environment that motivates them to reflect on their progress while connected their individual strengths to future goals and careers.

As measures of progress, we will:
1. Increase student mastery of written and verbal expression
2. Increase student mastery of mathematical concepts
3. Increase student mastery of science concepts

Summary of Strategic Initiatives:
- Vertical alignment of curriculum expectations
- Writing across the curriculum
- Expand STEAM opportunities (Science, Technology, Engineering, Arts, Math)

FOCUS AREA 4. Student Engagement

In order for students to take more ownership in their learning, staff must add opportunities for students to think critically, problem solve, and be exposed more to an academically challenging environment that motivates them to reflect on their progress while connected their individual strengths to future goals and careers.

As measures of progress, we will:
1. Increase student choice in the demonstration of learning
2. Increase differentiated instruction
3. Increase community engagement

Summary of Strategic Initiatives:
- Curriculum to support real world connections
- Differentiation of instruction based on assessments of learning profiles
- Expand menu for specialty courses
- Extracurricular project-based learning opportunities
SECTION V: Next Steps

Once the plan is approved by the School Governance Council, the principal will share the final document with the entire staff. It will also be posted on our school’s website. In addition a copy will be translated in Spanish and both copies will be made available upon request in the front office. Communication of the goals and progress will be accomplished via the school’s newsletter and parent chats.

The strategic plan is a working document that will be reviewed and monitored bi-monthly by the administration and staff. Working with the staff, the administration will develop specific action steps for each initiative. The team will also determine target dates or timeline and evidence of effectiveness. Each staff member will be responsible for implementing the strategies that pertain to their area of work. Working in collaborative teams, teachers will be responsible for collecting and analyzing data. The CST and Assistant Principals will be responsible for developing tools to collect data from the grade levels and measure growth. The leadership team will review the effectiveness of the strategies monthly.

CST will share progress with the SGC team on a monthly basis. It will be included on the agenda thus posted and communicated to parents.

[Note that the Action Plan/Monitoring Plan will be a separate document intended for internal use only.]