

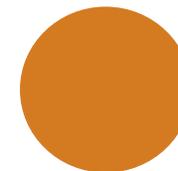


# J.W. Dobbs Elementary Strategic Plan 2021-2025

Where we are - Where we're going

# Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.

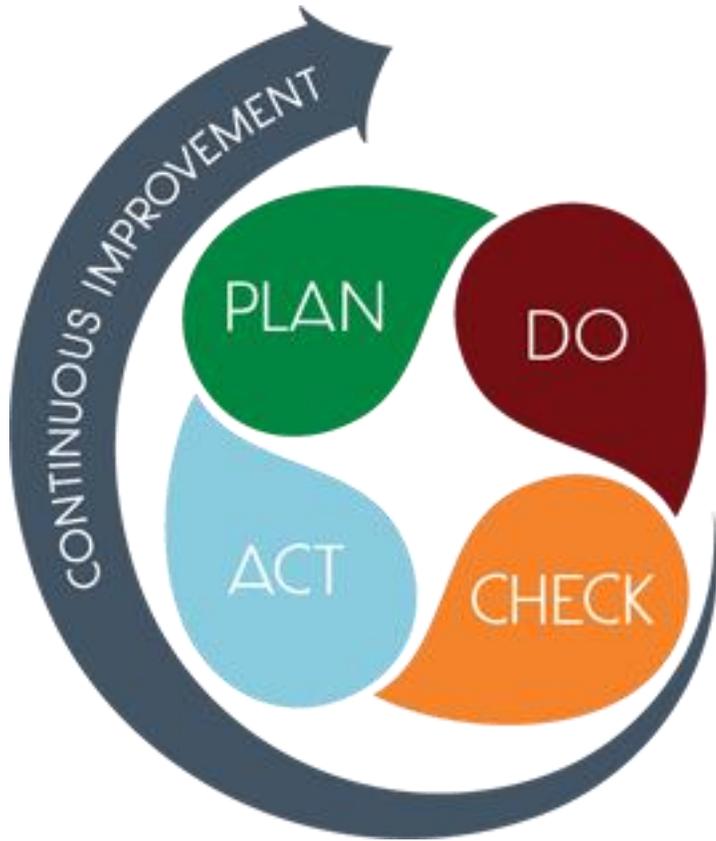




# Current Strategic Plan

2021-2025

# STRATEGIC PLAN SMART GOALS



## Priorities

- Increase literacy proficiency
- Increase math/numeracy proficiency
- Increase the Average Daily Attendance
- Increase STEM integration across all content areas

## SMART GOALS

- The percentage of students in grades 3-5 scoring proficient or above in reading/ELA will increase from 9% to 14% and decrease the percentage of students scoring beginning from 65% to 60% on the 2023 GMAS.
- The percentage of students in grades 3-5 scoring proficient or above in Math will increase from 7% to 12% and decrease the percentage of students scoring beginning from 63% to 58% on the 2023 GMAS.
- The Average Daily Attendance rate will increase from 88% to 93% during the 2022-2023 school year.

# Dobbs Elementary

## Mission

## Vision

### SMART Goals

The percentage of students in grades 3-5 scoring proficient or above in reading/ELA will increase from 9% to 14% and decrease the percentage of students scoring beginning from 65% to 60% on the 2023 GMAS.

The percentage of students in grades 3-5 scoring proficient or above in Math will increase from 7% to 12% and decrease the percentage of students scoring beginning from 63% to 58% on the 2023 GMAS.

The Average Daily Attendance rate will increase from 88% to 93% during the 2022-2023 school year.

### APS Strategic Priorities & Initiatives

#### Fostering Academic Excellence for All

Data  
Curriculum & Instruction  
Signature Program

#### Building a Culture of Student Support

Whole Child & Intervention  
Personalized Learning

#### Equipping & Empowering Leaders & Staff

Strategic Staff Support  
Equitable Resource Allocation

#### Creating a System of School Support

Strategic Staff Support  
Equitable Resource Allocation

### School Strategic Priorities

1. Increase proficiency in literacy and mathematics
2. Increase STEM integration
3. Increase daily average attendance rate
4. Increase staff capacity in data analysis and usage for instructional decision-making
5. Increase staff capacity in literacy instruction

### School Strategies

**1A. Implement literacy strategies from Rollins Center**

**1B. Utilize small group instruction to provide individualized instruction**

**2A. Engage in Monthly STEM professional learning and planning**

**3A: Utilize Care Team and Attendance Committee to coordinate supports for students with absences**

**3B: Implement attendance incentive program**

**4A: Staff engagement in bi-weekly data meetings**

**4B: Leadership & Instructional Support Staff to support Instructional Staff in lesson planning and implementation**

**5A: Instructional Staff engagement in Rollins Center Training (weekly)**

Strengths	Opportunities/Challenges
- 3rd and 4th grade students performed better in Math than in ELA on the 2022 GMAS, with 45% of 3rd graders scoring developing and above, and with 4th graders scoring 33% compared to 28% of 3rd graders in ELA and 29% of 4th graders in ELA.	--To decrease the number of students, in grades 3-5, who score in the beginning level and increase the number of students who score in both the developing and proficient categories on the 2023 GMAS
5th grade students outperformed 3rd and 4th graders in ELA, with 47% of the students performing in developing or above	-- The 2018-2019 ADA was 93% and the 2021-2022 decreased to 88%. Our opportunity is to increase our average daily attendance rate by 5%, from 88% to 93%.
- We had the least amount of change of 5th grade students scoring proficient in science from 2019 GMAS to 2022 GMAS. In 2019, 21.6% of students scored in proficient or above and in 2022, 18.6% of students scored in proficient or above on the 2022 GMAS.	-
-J.W. Dobbs is recently STEM Certified. All teachers continued to actively integrate STEM across all core content areas (Reading, ELA, Math, Science and Social Studies). 100% of students in grades K-5 participated in at least 3 Problem/Project Based Learning Units. As teachers continued to integrate STEM the school expanded students' exposure in extra-curricular activities in STEM via coding and robotics competitions and STEM clubs	--To Integrate STEM into extended core areas (Music, PE, Art)

Our Overarching Needs		
<b>Literacy:</b> Students show high growth in MAP Literacy, but need more proficient achievement scores on GMAS	<b>Numeracy:</b> Students show high growth in MAP Mathematics, but need more proficient achievement scores on GMAS	<b>Whole Child &amp; Student Support</b> Student absenteeism is increasing despite school student incentive efforts.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
46% of students demonstrated growth on the MAP Growth Reading assessment; however, 9% of students scored proficient and above on the Reading 2022 GMAS	53% of students demonstrated growth on the MAP Growth Mathematics assessment; however, 7% of students scored proficient and above on the Math 2022 GMAS	The 2018-2019 ADA was 93% and the 2021-2022 decreased to 88% thus the overall chronic absenteeism rates have decreased by 5%.



Our Overarching Needs

**LITERACY**  
Students show high growth in Literacy, but need more proficient achievement scores on MAP achievement scores

**NUMERACY**  
Students show high growth in Mathematics, but need more proficient achievement scores on achievement scores

**WHOLE CHILD & STUDENT SUPPORT**  
Student absenteeism is increasing despite school student incentive efforts.

SMART Goals (Elementary/Middle School)

•The percentage of students in grades 3-5 scoring proficient or above in reading/ELA will increase from 9% to 14% and decrease the percentage of students scoring beginning from 65% to 60% on the 2023 GMAS.

•The percentage of students in grades 3-5 scoring proficient or above in Math will increase from 7% to 12% and decrease the percentage of students scoring beginning from 63% to 58% on the 2023 GMAS.

•The Average Daily Attendance rate will increase from 88% to 93% during the 2022-2023 school year.

SMART Goals (High School)

# Our Current Progress Monitoring Measures

## Literacy

- Fall MAP Assessment
- Winter MAP Assessment
- Spring MAP Assessment

## Numeracy

- Fall MAP Assessment
- Winter MAP Assessment
- Spring MAP Assessment

## Whole Child

- SEL - Daily
- BASC Assessment - Fall & Spring
- Attendance - Weekly  
(Care Team/Student Attendance Committee)
- Counselor & SW Supports
  - HAZEL - Virtual FREE clinic
  - SW Assistance (Parents/scholars)
  - Counseling Groups