



Teasley Elementary 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<p>Each grade level will develop and implement at least four of the six required interdisciplinary units that are required for an International Baccalaureate Primary Years Program school, of which Teasley is a candidate.</p> <p>Examine student data, share effective instructional strategies and establish differentiation strategies for grade level standards during collaborative planning.</p> <p>Select the standards which need to be remediated for those students in third, fourth and fifth grades that will be the target standards for tutoring.</p>	<p>Unit Plans, Collaborative Team Meeting Agendas and Minutes, Observations and TKES results</p> <p>Priority Standards for 3rd, 4th and 5th grades.</p>	<p>During the 2017-18 school year, each grade level team developed their first two units of inquiry that would be taught at the beginning of the 2018-19 school year.</p> <p>Teachers were provided three half-days of planning and one full day of collaborative planning to develop these units as well as discuss data, curriculum, instruction and differentiation.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Wednesday Workshop and Thursday Team PLCs will happen weekly where administrators and teachers set the agenda to focus on one of the 4 critical questions.</p>	<p>Collaborative Team Meeting Agendas and Minutes, Observations and TKES results</p>	<p>PLCs were conducted weekly during the 2017-18 school year. Teams received a refresh training at the start of the year and then collaborated together on a weekly basis.</p>



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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<p>Data teams for math will be conducted in an ongoing manner with common formative assessments that are developed using CTLS Assess.</p> <p>Touchstones will be administered and analyzed in reading and math for each grading period</p> <p>Conduct a data dig with each grade level using data from 2017-2018 school year during block Wednesday Workshop in order to determine priority standards.</p>	Reports in CTLS which are accessible by teachers and easily analyzed	The Teasley staff was successfully trained in Cohort 4 for CTLS Assess over the course of the 2017-18 school year. CTLS Assess was used to develop common formative assessments and the required Touchstones were also administered.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Differentiated small groups will be conducted regularly in classrooms in math and reading, based on student performance data in order to meet the academic needs of all students.	FRA and RI Data, Collaborative team meeting agendas and minutes, lesson plans, observations, TKES ratings	FRA and RI were conducted for all students, kindergarten through fifth grade. Results were analyzed and used to drive instruction in the classrooms.



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>During the day tutoring will be implemented for those students who are performing below grade level in reading and math in 3rd – 5th grades.</p> <p>Data teams will be conducted in an ongoing manner with common formative assessments that are developed using CTLS Assess.</p> <p>Read 180 and System 44 will be implemented with students in 3rd – 5th grades that are reading below grade level.</p> <p>Number talks will be conducted daily.</p> <p>Scheduled trainings by the math department will be conducted in Number Talks and Using Manipulatives to teach the quarter standards will be conducted 5 times throughout the year to support teachers in teaching the math standards.</p> <p>ESOL services as well as specialized instruction will be provided in order to increase student performance in reading and math</p>	<p>Read 180 reports, EIP and ESOL reports Lesson Plans, Observations, TKES ratings, and CCRPI Data</p>	<p>Read 180, System 44, EIP support, ESOL, differentiated and specialized instruction were provided to students over the course of the school year. Tutoring was provided to identified 3rd, 4th and 5th grade students in both reading and math. Accelerated Content classes were implemented for both ELA and Math in fourth and fifth grades.</p> <p>Overall proficiency in ELA and Math based on the GA Milestone Assessment showed the following: 3rd Grade increased from 56.3% to 57.14% (ELA) and decreased 58.5% to 54.2% (Math) 4th Grade decreased from 56.1% to 53.85% (ELA) and 50.8 to 46.15 (Math) 5th grade decreased from 58.2% to 51.28% and 56.1% to 53.85% (Math)</p> <p>85.2% of Teasley’s students are reading on grade level according to the GA Milestone Assessment.</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*



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<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Analyze all parent survey results, share survey information with staff, School Council, Foundation and PTA Executive Board.</p> <p>Improve school processes and operations by utilizing feedback from stakeholder groups.</p>	GA Climate Survey data	
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<p>Publicize the collaboratively developed Teasley calendar with all stakeholders and continually communicate about upcoming meetings and events.</p> <p>Increase membership in PTA and encourage participation in fund raising efforts that support Teasley events.</p> <p>Continue to implement the IB Learner Profile and communicate how parents can support those characteristics being developed at home.</p> <p>Promote School Council as a partnership with administration in celebrating student achievement and advocating for school needs to the greater community and school district.</p>	<p>PTA membership numbers. Responses to GA School Climate Survey.</p> <p>School Council Minutes</p> <p>Message center reports</p> <p>IB Night, Parent Flyers regularly distributed with Learner Profile information</p>	All IB Learner Profile traits (10) were introduced over the course of the year using a Book of the Month approach. The learner profile traits are now being recognized when demonstrated by students throughout Tiger Paw program.



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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>Include teachers from each grade level and specialty area on Teasley's Leadership Team.</p> <p>Provide opportunities for shared decision making and ownership of activities as often as possible through discussions, surveys and collaborative planning.</p> <p>Promote Teacher Leader Academy for highly effective teachers.</p> <p>Provide opportunities for teachers to lead professional learning during two staff lead professional development days during the school year on Early Release Days.</p> <p>Have teachers lead our Action Teams for various activities and initiatives at Teasley.</p> <p>Implement a comprehensive mentoring program for all teachers new to Teasley so that they build relationships and feel supported over the course of the school year.</p> <p>Identify model classrooms in the areas of ELA, Math, IB for Inquiry, Minds in Motion, and Morning Meeting and organize classroom visits by each teacher in any of the model classroom at least 3 times throughout the year.</p>	<p>Teacher Leader Self-Assessment Survey for Leadership members</p> <p>Minutes from Leadership Team meetings</p> <p>Teacher Leader Academy applications</p> <p>Staff Lead Professional Learning Descriptions and Sign Up sheets</p> <p>Mentoring Meeting Agendas, Meeting Logs and Reflections from participants</p> <p>Teacher reflections and feedback after their observations</p>	<p>Teachers were trained on CTLs Assess during the 2018-19 school year.</p> <p>All certified staff received level one training provided by the International Baccalaureate Organization entitled Making the PYP Happen. This training prepared teachers to begin developing their units of inquiry.</p> <p>Our leadership team met monthly to discuss school operations and make schoolwide decisions.</p>



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Implement a year-long professional development plan on Inquiry Based Learning including five sessions lead by High Meadows Center for Progressive Learning, and a book study of <u>Inquiry Mindset</u>. This supports our implementation of the International Baccalaureate PYP.</p>	<p>Unit Plans and Lesson Plans, Collaborative Meeting Agendas and Minutes.</p>	
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