

# Acworth 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>  | <b>Local School Key Actions:</b><br>(List as many actions as needed in each box.)               | <b>Measured by:</b>        | <b>Results of Key Actions from last year's plan:</b><br>(Due September 1)  |
|---|--|---|----------------------------|--|
| Simplify the foundation of teaching and learning to prepare for innovation. | <i>Ensure all teachers prioritize standards.</i>   | Schedule Quarterly collaborative planning with focus on prioritizing standards                  | Collaborative team agendas | Quarterly release time was provided for 100% of staff on Oct 9-10 and Feb 2-8 for collaborative planning and assessment development. |
|   |  | Schedule weekly collaborative planning and data collaboration days                              | Team agendas, unit plans   | Teachers 2-5 and sped teachers met weekly to review and discuss student data.  |
|   | <i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i> | Conduct weekly Professional Learning Communities focused on the four questions.                 | Collaborative team agendas | Teachers 2-5 and SPED teachers met weekly to review and discuss student data.  |
|   |  | Provide Math & Science training to align with STEM initiative (Integrating into the curriculum) | Collaborative team agendas | Teachers met for STEM development on Sep. 5, Nov. 1, and Mar 6.  |

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

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i>  | <b>Local School Key Actions:</b><br>(List as many actions as needed in each box.)  | <b>Measured by:</b>                                  | <b>Results of Key Actions from last year's plan:</b><br>(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>     | Utilize the flexible formative assessment system (CTLS) for reading and math formatives.<br><br>Generate and create common grade level assessments for all other subject areas through CTLS  | CTLS Reports   | Formative and summative Touchstone assessments were administered quarterly.  |
|                                    | <i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i> | Analyze data through weekly collaborative meetings as part of the PLC process.<br><br>Administer quarterly Reading Inventory assessments in Reading.   | Reading Inventory Data<br><br>Reading Inventory Data | Teachers 2-5 and SPED teachers met weekly to review and discuss student data.<br><br>RI: Average Lexile growth 131.<br>MI: Average Quantile growth 170.          |
|                                    | <i>Increase percentage of students performing at grade level in reading and math.</i>                                    | Continue Sysytems44/ Read 180 programs<br><br>Implement the Lucy Calkins Units of Study Reading Program for 2-5 <sup>th</sup> .<br><br>Provide Additional afterschool tutoring for students receiving Level 1 on Milestones in reading and math for 3-5 <sup>th</sup> grade. | CCRPI data   | Read 180/Systems 44 was implemented with fidelity in grades 3-5. Students continue to show growth in RI.<br><br>Students gained an average Lexile growth of 131. |

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

| <i>Superintendent's Priorities</i>                  | <i>District Initiatives</i>   | <b>Local School Key Actions:</b><br>(List as many actions as needed in each box.)   | <b>Measured by:</b>   | <b>Results of Key Actions from last year's plan:</b><br>(Due September 1)  |
|---|---|---|---|--|
| Make Cobb the best place to teach, lead, and learn. | <i>Utilize stakeholder input to improve school processes.</i>   | <p>Seek School Council support with increasing community involvement.</p> <p>Increase School partnerships to support student clubs and school needs by soliciting businesses and churches in the area.</p>  | <p>GA Climate Survey data</p> <p>Cobb Chamber partnership</p>     | <p>Local partnerships provided opportunities to collaborate.</p> <p>N/A</p>  |
|   | <i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i> | <p>Schedule Monthly Parent involvement workshops addressing Academic standards and STEM</p> <p>Expand our Food Pantry program for families in need to 30, through the support of Must Ministries.</p> <p>Expand the Weekend Backpack Food program to serve 150 students per weekend by soliciting support from partners</p> | <p>Survey results</p> <p>Survey results</p> <p>Survey results</p> | <p>Parents participated in academic events throughout the year as well as STEM related activities</p> <p>Program fed 25 families monthly.</p> <p>140 students took home a Weekend Backpack every Friday.</p> |



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

| <i>Superintendent's<br/>Priorities</i>              | <i>District Initiatives</i>  | <b>Key Actions:</b><br>(List as many actions as needed in each box.)   | <b>Measured by:</b>                    | <b>Results<br/>of Key Actions from last year's plan:</b><br><u>(Due September 1)</u>                                 |
|---|--|--|--|--|
| Make Cobb the best place to teach, lead, and learn. | <i>Develop teacher leaders.</i>  | Provide weekly professional learning and leadership opportunities for all staff through local committees, and district groups.   | Professional Development Plan          | Teachers collaborated on a weekly basis and led redelivery of curriculum and school initiatives                      |
|   | <i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i> | Align professional development according to TKES and LKES data: Provide Professional development in Math, Science and technology | Results from TKES and LKES evaluations | Professional Development was adjusted throughout the year as a result of feedback from administrative walk-throughs. |