



# (Austell Elementary School) 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> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	1. Prioritize reading and math instructional standards by the following: prerequisite of standards, leverage of standards, and assessment of standards during collaboration days.	Grade Level Developed Instructional Pacing Guides	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	1. Analyze student performance data from Touchstones, RI, MI, EOG, and CTLs Assessment by grade level teams for differentiated instruction during Professional Learning Community meetings.  2. Analyze student performance and discuss and share successful instructional strategies in Professional Learning Community Teams.	CTLs Generated Reports for English Language Arts and Mathematics from Each Homeroom Classroom  PLC Data Found in the School's PLC One Note Notebook	Staff Members have been trained in using CTLs to analyze data for differentiated purposes.

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## 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> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (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>	<ol style="list-style-type: none"> <li>Analyze student performance data from Touchstones by grade level teams for differentiated instruction.</li> <li>Analyze student performance and discuss and share successful instructional strategies in Cobb Collaborative Community Teams.</li> </ol>	CTLS Generated Reports for English Language Arts and Mathematics from Each Homeroom Classroom  PLC Data Found in the School's PLC One Note Notebook	Staff Members have been trained in using CTLS Touchstone data for differentiated purposes. This is evidenced in the PLC team meetings.  The school has been working on providing consistent Cobb Collaborative Community meeting among teachers biweekly at all grade levels. Using the iStataion computer program has helped increase student lexile levels (Students reading on grade level: grade 3= 49.4%. grade 4=66.7%, and grade 5=61.6%)



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	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<p>1. Analyze student reading and math performance data from CTLS Touchstones, RI, MI, and EOG Assessments by grade level teams for differentiated small group instruction.</p>	<p>RI and MI data from Generated Reports</p>	<p>Schedules were created to provide tutors for our struggling ELA and math students during the school day. EIP teachers used Read 180 System 44 materials for small group instruction. The weighted EOG ELA and Math percent of students in levels 2-4 for grades 3-5 was 58.8%.</p>
	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>1. Benchmark Phonics instruction for students in grades K -1 (addressing decoding rules, spelling rules, syllabication, phonemic awareness, fluency, and phonics) taught with fidelity.</p> <p>2. Implement Istation, IXL Learning, and Write Score.</p>	<p>Biweekly Kindergarten CTLS Early Literacy Assessments Reports</p> <p>Generated Reports from Istation, IXL, and Write Score</p>	<p>All K-1 classrooms use Benchmark Phonics to address the phonics needs of students as evidenced in weekly lesson plans.</p> <p>N/A</p>

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

<p><b>Superintendent's Priorities</b></p>	<p><b>District Initiatives</b></p>	<p><b>Local School Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ol style="list-style-type: none"> <li>1. Have members of the School Council participate or voice input on key school curriculum and budgetary issues.</li> <li>2. Give parents opportunities to give input during our two annual Title I parent Input Meetings.</li> </ol>	<p>Data Reports from Georgia Climate Survey Results</p> <p>Data Reports from Title I Survey Results</p>	<p style="text-align: center;">N/A</p> <p>Input meetings were scheduled. The parent participation was 18% .</p>
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ol style="list-style-type: none"> <li>1. Offer Parent Workshops with the following Titles: (1) Helping your Child Get Ready to Read, (2) Phonemic Awareness and Phonics, (3) Reading Together.</li> <li>2. Host a Parent Book Club selecting book topics that will support Family Empowerment using an online portal for discussions and feedback.</li> </ol>	<p>Data Reports from Title I Survey Results</p> <p>Data Reports from Title I Survey Results</p>	<p>Parent workshops on phonics were not conducted because of scheduling conflicts.</p> <p style="text-align: center;">N/A</p>

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> of Key Actions from last year's plan: (Due September 1)
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Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	1. Seek to hire or encourage teachers who are highly skilled in technology, math, or science who can redeliver trainings to staff members.	Review Teacher Resumes, Professional Portfolios, or Professional Learning Goals	N/A
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	1. Provide staff professional development opportunities at the school by reviewing TKES/LKES Self Assessments and Professional Learning Goals of staff.	TKES and LKES Summative Conference Data/Teacher Professional Learning Goals	N/A