

Big Shanty Intermediate 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> | <ul style="list-style-type: none"> Identify priority standards in math, reading, and ELA at each grade level | Collaborative team agendas Instructional teaching plan Weekly guided walk thrus TKES results | Priority standards began last year and will continue with learning targets at each grade level. |
| | <i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i> | <ul style="list-style-type: none"> Continue weekly collaborative team meetings based on the 4 critical questions Create a strategy based instructional plan to help guide teachers collaboration and teaching of standards | Collaborative team agendas Instructional teaching plan Weekly guided walk thrus TKES results | Team meetings are held weekly, norms have been created and followed. A new lesson plan template has been created from feedback and helps guide collaboration and teaching of standards |

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> | <ul style="list-style-type: none"> Use CTLS as a tool to examine and monitor student data Disaggregate data from multiple data points to adjust instruction in the classroom. | <i>Use reports in CTLS ASSESS, generated by teacher or subject</i> | Teachers were able to quickly create leveled instructional groups in the classroom in order to better meet student needs |
| | <i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i> | <ul style="list-style-type: none"> Give RI three times/year – August, December and May Give MI two times /year – December and May | <i>Use RI and MI data</i> | Through the use of RI/MI teachers were able to place students in appropriate groups for instruction |
| | <i>Increase percentage of students performing at grade level in reading and math.</i> | <ul style="list-style-type: none"> Use System 44 and READ 180 to provide lower achieving students strategies and interventions to help them perform at grade level standards in Reading Use small group guided instruction and Symphony Math to help lower achieving student perform at grade level standards in Math | <i>Use CCRPI data</i> | Through the use of System 44 and READ 180 students continue to make grade gains at an average of over 30% each year Symphony Math is a new program for Big Shanty this year. |

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

| <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: (<u>Due September 1</u>) |
|--|--|---|-------------------------------------|--|
| <p>Make Cobb the best place to teach, lead, and learn.</p> | <p><i>Utilize stakeholder input to improve school processes.</i></p> | <ul style="list-style-type: none"> Collect informal and formal data from PTA, Foundation, School Council and PBIS team to enable us to improve school processes | <p>GA Climate Survey data</p> | |
| | <p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p> | <ul style="list-style-type: none"> Continue PBIS interventions and strategies with our students, staff and parents Work with outside agencies to provide needs to our students and families | <p>Collect data at local school</p> | <p>Big Shanty received a Distinguished rating from the GA DOE.</p> |

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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) |
|---|--|---|---|---|
| Make Cobb the best place to teach, lead, and learn. | <i>Develop teacher leaders.</i> | <ul style="list-style-type: none"> Continued focus with teacher leadership team to provide professional learning opportunities based schools mission and vision | Teacher Leader Self-Assessment Survey School Professional Development Plan | Teacher Leaders are more confident, engaged in decision making, and facilitating professional learning during 2018-2019 school year |
| | <i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i> | <ul style="list-style-type: none"> Provide differentiated professional development opportunities to teachers based on their self-evaluation (TKES) i.e. Microsoft Innovative Educator course, classroom management strategies (PBIS) and content specific learning for teachers. | Use results from TKES and LKES evaluations | N/A |