



Clarkdale 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> | 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> |
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| Simplify the foundation of teaching and learning to prepare for innovation. | <i>Ensure all teachers prioritize standards.</i> | Collaborate weekly by grade level with a focus on the guiding questions, including strategies to enhance engagement and rigor in all content areas. Summer Collaboration with teams Data team meetings Early Literacy Initiative in Kindergarten Advance Content in ELA, Reading, and Math in 4 th grade | (Use collaborative team agendas, unit plans, observations, and/or TKES results) | |
| | <i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i> | Foster a PLC culture that focuses on collaboration using four guiding questions to drive our SEAMLESS instructional framework. Collaborate weekly by grade level with a focus on the guiding questions, including strategies to enhance engagement and rigor in all content areas. Vertical Collaboration Horizontal Collaboration Grade level Constructed Responses in Science and Social Studies Integration of ELA standards in Science and Social Studies content | (Use collaborative team agendas, unit plans, observations, and/or notes) | |

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

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| Use data to make decisions. | <i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i> | <p>Use CTLS Assess and SLDS-GoFAR to develop common assessments which assess and monitor student progress on standards. The data will be used to drive instruction to meet individual student needs.</p> <p>Touchstones Common Assessments Lesson Plans</p> | <i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i> | Data monitoring occurred more frequently, with the assistance of Academic Coaches and Admin, and instruction was adjusted as needed. |
| | <i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i> | <p>Utilize data-driven small group instruction to meet individual needs, grade-level compacting to address gaps as well as to enrich, close monitoring of student progress on a regular basis (grades, assessments). Tutoring will be utilized to meet individual student needs. The RTI2 process will be facilitated by a designated staff member to ensure that the appropriate tier of instruction is provided for every student.</p> <p>Provide students with 100 minutes of balanced math instruction including Guided Math, Number Talks, Exemplars and the use of constructed/extended responses. Tutors will be utilized to meet individual student needs.</p> <p>Provide Math Extension through a partnership with Cooper Middle School for selected 5th grade students.</p> <p>Utilize Storyworks in small groups for above level students to challenge students who demonstrate advanced proficiency</p> <p>Data Teams Group students based on strengths and weaknesses Quarterly administration of the RI and MI</p> | <i>(Use RI and MI data)</i> | <p>Growth in reading proficiency as evidenced by RI; average Lexile score for Quarter 4 was 528 as compared to 335 for Quarter 1</p> <p>Increased consistency with analyzing data</p> |

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| | <p><i>Increase percentage of students performing at grade level in reading and math.</i></p> | <p>Implement Year 3 of ESOL Innovative Model and expand DLI from Kindergarten and 1st grade to 2nd grade. Enhance Arts Integration implementation in K-3, and implement in grades 4 & 5. Utilize academic coaches to assist teachers in providing rigorous, engaging and effective instruction for all students. Provide a STEAM lab to increase achievement in all content areas. Identify teachers to implement STEAM in the classroom. Provide instruction with Read 180/System 44 for targeted students in grades 3, 4 and 5. Refine the RTI² process, facilitated by a designated staff member, to ensure that the appropriate tier of instruction is provided for every student.</p> <p>Implement balanced literacy framework with the inclusion of instructional technology - Read 180/System 44, Moby Max. Reading content acquisition materials will be utilized in all grade levels, as well as explicit vocabulary instruction with Wordly Wise in grades 3-5. Tutors will be utilized to meet individual student needs.</p> <ol style="list-style-type: none"> 1. Utilize Moby Max, Read 180/System 44 for targeted 3rd-5th, tutoring in reading, Reading A-Z and Raz Kids in primary grades. Refine the RTI² process, monitored and facilitated by a designated staff member, to provide appropriate tier of instruction for every student. 2. Provide additional small group instruction through tutoring in math, Moby Max, designated time for math fluency during the instructional day. Refine the RTI² process, monitored and facilitated by a designated staff member, to provide appropriate tier of instruction for every student. <p>Small group instruction: Guided Reading, Guided Math MobyMax READ180 Reading A-Z, Raz Kids Wordly Wise Storyworks Number Talks STEAM</p> | <p><i>(Use CCRPI data)</i></p> | <p>Improved student performance; 73% scored in levels 2-4 in reading, as compared to 64% from 2015-2016; math yielded 78.3%, levels 2-4, last year compared to 79.7% for 2016-2017.</p> <p>Supported and improved teaching and learning</p> <p>Professional development included Effective Team Planning, RTI, Office 365, Balanced Literacy, Balanced Math, Constructive Responses in ELA and Math, Number Talks, Storyworks, Synergy, SLDS, Co-teaching Strategies, Addressing Processing Issues</p> <p>Students able to have instruction in dual languages</p> <p>Student achievement is equal or better to non-DLI peers</p> |
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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: (Due September 1) |
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| Make Cobb the best place to teach, lead, and learn. | <i>Utilize stakeholder input to improve school processes.</i> | Seek input and analyze data (surveys, post-activity evaluations) to improve school processes, continuing to monitor and address strengths and growth areas. Provide Nicky folders to all students and agendas to students in grades 3-5 to increase home/school communication and parent involvement. Increase means of home/school communication via call outs/texts, Parent Vue, school marquee, school website. School Council Professional Development Building Leadership Team (BLT) Parent/School Compacts PTA | <i>(Use GA Climate Survey data)</i> | Implemented ideas from stakeholders to improve safe school environment i.e. WATCH DOGS, increased number of Safety Patrols, provided conflict resolution and peer mediation |
| | <i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i> | Offer a multitude of opportunities for parents to be engaged in the educational process. For example: Math Night at Walmart Watch DOGS Milestones prep for parents (counselors) Parent/teacher conferences Resources for home/school communication (Nicky folders, student agendas) Champions for Kids breakfast Family Literacy Night Family Math Night PBIS PTA Moments With Maynard School Council Students With Academic Goals (SWAG) International Night ESOL Training for parents Parent Resource Room Gifted Program Parent Meeting "Clark" Goes to Work | <i>(Collect data at local school)</i> | Increased home/school communication Increased student achievement Increased parental engagement/involvement Increased parent visibility Increased parental awareness of day-to-day teaching and learning/ operations |



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

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| Make Cobb the best place to teach, lead, and learn. | <i>Develop teacher leaders.</i> | <p>Utilize the Clarkdale Hiring Framework to acquire highly effective staff, with grade level input. Retain teachers by providing ongoing support through our New Teacher Academy, a culture of PLCs, peer observations, modeling and coaching through academic coaches.</p> <p>Teachers lead district and local professional development. BLT Mentor Teachers Leader Lead PD Clarkdale Hiring Process includes teachers PBIS team of teachers</p> | <i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i> | Hired, retained and supported new and veteran teachers |
| | <i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i> | <p>Provide weekly school-wide differentiated professional development opportunities, including but not limited to, CTLS, SLDS, ELA content acquisition, vocabulary strategies, math quantile analysis and use etc.,</p> <p>Ensure staff receives professional learning specific to evaluation results from TKES/LKES. For example: peer observations, differentiated professional development, assistance from academic coaches, etc.</p> <p>Conduct vertical and horizontal collaboration through PLCs.</p> <p>Choice and differentiated PD based on PB survey and TKES goals New Teacher Academy Vertical and horizontal collaboration Book studies Modeling and coaching via Academic Coaches Clarkdale Collaborative Community (CCC) Groups Arts Integration, STEAM, and other initiatives</p> | | |