



Clay 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: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	1) Teachers will collaborate to unpack grade level standards, prioritize standards, and develop a scope of sequence for all content areas.	(Use collaborative team agendas, unit plans, observations, and/or TKES results)	CCCs are in place and using feedback from the Collaborative Rubric to improve as a team (10 team).
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	1) Teachers will collaborate to use data and resources to plan small group instruction and differentiated activities.	(Use collaborative team agendas, unit plans, observations, and/or notes)	Data team process in place for math and teachers will begin process for reading this year.

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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>	<ol style="list-style-type: none"> 1) Train staff and provide support to utilize the CTLS system to develop formative assessments, use results to monitor students learning, and plan for differentiated instruction at all levels. 2) Teachers will meet regularly to participate in data team process for both math and reading using the Touchstones. They will analyze the results and use results to inform decisions about planning and instruction. 	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	<p>Teachers have completed training and more opportunities scheduled this year to use system more effectively.</p> <p>Data team process in place for math and teachers will begin process for reading this year.</p>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ol style="list-style-type: none"> 1) Teachers will meet with team members and administration for data conferences. They will analyze data, set goals, and create an instructional plan of action. 	<i>(Use RI and MI data)</i>	



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ol style="list-style-type: none"> 1) Implement that K literacy initiative (Cohort 3). 2) Utilize CTLS and other county resources to teach reading and math standards. 3) Implement the problem solving strategy (Think-it, Show-it) with fidelity. 4) Teachers will complete classroom walks to observe components of the workshop model for reading, writing, and math. They will complete the "Look For" form and share feedback to team members. 5) Implement PBL and provide opportunities for students to develop critical thinking through STEM, Robotics, and other after school enrichment opportunities. 	<p><i>(Use CCRPI data)</i></p>	<p>Teachers are using CTLS and county resources, but they need more support/time utilizing CTLS and county resources.</p> <p>Teachers implement the problem solving strategy, but it is not consistent.</p> <p>Teachers implement the workshop model, but some teachers need more PL on specific components of the models.</p> <p>Some teachers are trained on PBL, but additional training is needed for more consistent implementation.</p>
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Board Goal 3: ***Develop stakeholder involvement to promote student success.***



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Superintendent's Priorities	District Initiatives	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>	<ol style="list-style-type: none"> 1) Utilize different tools to survey parents, evaluate results, and share with all stakeholders to guide decisions. 2) Provide consistent grade level communication to keep parents informed about discipline, grade level curriculum/standards, student performance, and upcoming events. 	<i>(Use GA Climate Survey data)</i>	Need more opportunities to share results to get helpful feedback to improve school processes.
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ol style="list-style-type: none"> 1) Schedule parent mtgs to share school data, the SSP, and needs of the school. Provide translation. 2) Plan monthly parent mtgs. focused on specific academic grade level needs to support our families. Provide translation. 3) Provide consistent grade level communication to keep parents informed about discipline, grade level curriculum/standards, student performance, and upcoming events. 4) Update website regularly and increase the use of social media to promote school successes. 	<i>(Collect data at local school)</i>	Need more consistent practices in place to engage parents.

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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)
	<i>Develop teacher leaders.</i>	<ol style="list-style-type: none"> 1) Provide opportunities for teachers to observe other teachers for teaching writing. 2) Provide a new teacher/mentor induction support program. 	<i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i>	Need to plan more opportunities for teachers to observe others.
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ol style="list-style-type: none"> 1) Provide professional learning opportunities for writing instruction and PBL. 2) Provide differentiated professional learning to address the needs of the teachers in meeting instructional expectations for the components of the workshop model. 3) Complete professional learning for building strong CCCs with the leadership team. 	<i>(Use results from TKES and LKES evaluations)</i>	Training provided and we will continue with professional learning to improve instructional practices.