

Davis 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>	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>	<p>Full day collaboration K-5 each nine weeks by grade level.</p> <p>Vertical math team to analyze data and develop vertical articulation and instructional plan in strands of weakness.</p> <p>Vertical ELA team to develop common understanding/prioritize standards in Writing. Utilize writing rubrics to align levels of rigor and collaboratively score writing.</p> <p>Collaborative sessions among feeder pattern schools to calibrate understanding of math standards and collaboratively prioritize math standards.</p>	<p>Team notes in Office 365</p> <p>Articulated instructional plan/Unit Plans</p> <p>Agenda/Reflections from Vertical Teams in Office 365/Writing plans</p> <p>"Forms" survey and Priority Standard Development</p>	<p>New</p> <p>New</p> <p>New</p> <p>August 29, 2018 Feeder elementary schools met as grade level teams and prioritized math standards for quarters 1 and 2.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	Weekly grade level meetings as well as quarterly full day planning centered on the 4 critical questions.	Collaborative team agendas, unit plans, common assessments, meeting notes in Office 365. Common notes format utilized centered on the 4 questions.	Full day collaboration: New Focus on 4 questions: New

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>	Grade level teams to analyze and create and execute a common assessment plan utilizing CTLS and analyze resulting data to plan strategic intervention and extension.	Milestone math scores, CTLS usage, common assessments, lesson plans, observation of differentiation.	As a result of utilizing math data to differentiate across the third grade level in 2017-2018, Milestones Data reflected growth: % in levels 3-4: 2017 69% 2018 81% % in level 4 2017 18% 2018 31%
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Utilize screener results (RI) to provide data for the purpose of planning strategic intervention and extension.	RI data Differentiation plans and observation of differentiation Read180/System 44 Lexile growth	Fall 2018 School Wide RI Pre-assessment data: 20% Advanced 44% Proficient 21% Basic 15% Below Basic



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Reading: Utilize common phonics strategies (Orton-Gillingham) in K-2 to ensure student proficiency and reading readiness.</p> <p>Strategic intervention/extension in reading</p> <p>Math: Vertical math team to attend Greg Tang math workshop and develop K-5 strategies for improving math fluency/number sense.</p>	<p>Unit plans Team notes in office 365 # of staff trained in OG</p> <p>% of students served in AC ELA/Reading and extension groups RI/Milestones scores FRA results for K/1</p> <p>Vertical team notes Math Milestones/MI data Common assessment data</p>	<p>2017: 9 K-2 teachers trained in OG 2018: 9 K-2 teachers attending OG training</p> <p>Kindergarten reading intervention block 4th/5th whole grade reading/writing intervention</p> <p>New</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: (<u>Due September 1</u>)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Implement consistent communication through grade level blogs, class communication tools, callouts, and Principal's blog.</p> <p>Refine and communicate student recognitions, awards, and celebrations.</p>	<p>PTA Communication Survey</p> <p>GA Climate survey</p>	<p>2017: PTA National School of Excellence Recognition</p> <p>GA Climate survey resulted in 4 star climate status 2017.</p>
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<p>STEM lab volunteer opportunities.</p> <p>Outdoor Learning Day/Earth Week</p> <p>Arts Alive</p> <p>Girls Leadership and Fitness</p> <p>Davis Dash Event</p> <p>Internet Safety Program (Spring 2019)</p>	<p>Volunteer numbers</p> <p>Volunteer communications</p> <p>PTA/School Meeting agendas/notes</p>	<p>Ongoing data collection</p> <p>Ident-A-Kid Volunteer Report/Visitor Management Report</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: (<u>Due September 1</u>)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	STEM Academy Teacher Leader Academy Leadership/Innovation Team Advanced Content teachers Grade level CCC Content Leaders Gifted Endorsement MIE Certification	Teacher Leader Self-Assessment (2 times) Number of teachers participating in opportunities	2017-2018: 2 teachers Teacher Leader Academy 6 teachers STEM Academy 14 teacher Leadership/Innovation team 2 AC math teachers 1 teacher Gifted Endorsed 4 teachers MIE certified 2018-2019: 2 teachers Teacher Leader Academy 6 teachers STEM Academy 17 teachers Leadership/Innovation team 3 AC teachers (Math/ELA) 2 teachers Gifted Endorsement 7 teachers seeking MIE Endorsement
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	Staff book study: Growth Mindset Playbook Leadership/Innovation book study: Fierce Conversations REAP foundation Orton-Gillingham strategy training Greg Tang math training STEM Academy MIE Certification	TKES evaluations Collaboration Rubrics "Forms" PL survey	2017 book study: Growth Mindset 2017-2018: 9 teachers OG trained 2018-2019: 9 teachers OG trained 2018-2019: K-5 Vertical math team Greg Tang math training 2018-2019 STEM walk feedback