## Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<table>
<thead>
<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>Local School Key Actions: (List as many actions as needed in each box.)</th>
<th>Measured by:</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
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</table>
| Simplify the foundation of teaching and learning to prepare for innovation. | Ensure all teachers prioritize standards. | Full day collaboration K-5 each nine weeks by grade level.  
Vertical math team to analyze data and develop vertical articulation and instructional plan in strands of weakness.  
Vertical ELA team to develop common understanding/prioritize standards in Writing. Utilize writing rubrics to align levels of rigor and collaboratively score writing.  
Collaborative sessions among feeder pattern schools to calibrate understanding of math standards and collaboratively prioritize math standards. | Team notes in Office 365  
Articulated instructional plan/Unit Plans  
Agenda/Reflections from Vertical Teams in Office 365/Writing plans  
“Forms” survey and Priority Standard Development | New  
New  
New  
Aug 29, 2018  
Feeder elementary schools met as grade level teams and prioritized math standards for quarters 1 and 2. |
| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | 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.

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<td>Use data to make decisions.</td>
<td><strong>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</strong></td>
<td>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.</td>
<td>Milestone math scores, CTLS usage, common assessments, lesson plans, observation of differentiation.</td>
<td>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%</td>
</tr>
<tr>
<td><strong>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</strong></td>
<td>Utilize screener results (RI) to provide data for the purpose of planning strategic intervention and extension.</td>
<td>RI data Differentiation plans and observation of differentiation Read180/System 44 Lexile growth</td>
<td>Fall 2018 School Wide RI Pre-assessment data: 20% Advanced 44% Proficient 21% Basic 15% Below Basic</td>
<td></td>
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## Davis Elementary 2018-2019 Strategic Plan

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<tbody>
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<td></td>
<td>Strategic intervention/extension in reading</td>
<td></td>
<td>Kindergarten reading intervention block 4(^{th})/5(^{th}) whole grade reading/writing intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of staff trained in OG % of students served in AC ELA/Reading and extension groups RI/Milestones scores FRA results for K/1</td>
<td></td>
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### Board Goal 3: Develop stakeholder involvement to promote student success.

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<td>Make Cobb the best place to teach, lead, and learn.</td>
<td><strong>Utilize stakeholder input to improve school processes.</strong></td>
<td><strong>Implement consistent communication through grade level blogs, class communication tools, callouts, and Principal’s blog.</strong>&lt;br&gt;<strong>Refine and communicate student recognitions, awards, and celebrations.</strong></td>
<td>PTA Communication Survey&lt;br&gt;GA Climate survey</td>
<td>2017: PTA National School of Excellence Recognition&lt;br&gt;GA Climate survey resulted in 4 star climate status 2017.</td>
</tr>
<tr>
<td>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</td>
<td><strong>STEM lab volunteer opportunities.</strong>&lt;br&gt;<strong>Outdoor Learning Day/Earth Week</strong>&lt;br&gt;<strong>Arts Alive</strong>&lt;br&gt;<strong>Girls Leadership and Fitness</strong>&lt;br&gt;<strong>Davis Dash Event</strong>&lt;br&gt;<strong>Internet Safety Program (Spring 2019)</strong></td>
<td><strong>Volunteer numbers</strong>&lt;br&gt;<strong>Volunteer communications</strong>&lt;br&gt;<strong>PTA/School Meeting agendas/notes</strong></td>
<td>Ongoing data collection&lt;br&gt;Ident-A-Kid Volunteer Report/Visitor Management Report</td>
<td></td>
</tr>
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# Davis Elementary 2018-2019 Strategic Plan

**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.** | **Develop teacher leaders.** | 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 |
| Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. | **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 |