

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>	*Quarterly collaboration to include prioritization of math standards by grade-level teams *Vertical math team will meet to align prioritization of math standards *Priority standards will be used to plan for interventions – small groups during guided math, tutoring	(Use collaborative team agendas, unit plans, observations, and/or TKES results)	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	*Teachers meet weekly during planning and for a full-day each quarter to collaborate with a focus on creating standards-based lessons, analysis of data, and planning for accelerated intervention and enrichment	(Use collaborative team agendas, unit plans, observations, and/or notes)	Full-day collaboration: 1 st round – Sept./Oct. 2 nd round – Nov./Dec. 3 rd round – Mar. Ongoing weekly collaboration – every Wed.

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>	*Teachers will utilize CTLS Assess to create Touchstone assessments in Math and Reading/ELA *Assessment data available in CTLS will be analyzed and used to make instructional, grouping, and intervention decisions	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	N/A
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	*RI data is analyzed during weekly and/or quarterly collaboration and used to make instructional decisions, create flexible groups, and plan for accelerated interventions and enrichment opportunities *MI data is analyzed during weekly and/or quarterly collaboration and used to make instructional decisions, create flexible groups, and plan for accelerated interventions and enrichment opportunities	<i>(Use RI and MI data)</i>	RI Results SYS18 % Proficient or Advanced 1 st admin./2 nd admin./3 rd admin. Grade 1: 17.9/38.5/48.1 Grade 2: 25.7/37.8/51.5 Grade 3: 35.0/38.2/54.1 Grade 4: 34.4/41.4/59.8 Grade 5: 43.0/57.6/70.9 MI Results 2Y18 % Proficient or Advanced 1 st admin./2 nd admin./3 rd admin. Grade 1: 4.5/23.4/41/3 Grade 2: 12.7/25.9/39.2 Grade 3: 2.5/5.8/14.6 Grade 4: 2.7/15.3/41 Grade 5: 18.6/30.8/41.4



Dowell Elementary School
2018-2019 Strategic Plan

	<i>Increase percentage of students performing at grade level in reading and math.</i>	<p>*Provide accelerated intervention and enrichment through ongoing flexible grouping of students during guided reading and math</p> <p>*Utilize HeadSprouts, System44 and Read180 as reading interventions to support growth in reading</p> <p>*Utilize push-in/pull-out tutoring during the day to address gaps in learning as identified during analysis of data</p> <p>*Implement Advanced Content courses (Math and Reading/ELA) in 4th and 5th grade</p>	<i>(Use CCRPI data)</i>	CCRPI Data not available yet
--	---	--	-------------------------	------------------------------

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)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	*Consistent implementation of morning meetings to build relationships and a sense of community within each classroom; meetings can be used to highlight behavioral expectations, proper techniques to conflict management, and proper communication	<i>(Use GA Climate Survey data)</i>	<p>%students who responded Always and Often to Question 1. I like school.: 3rd: 57 4th: 60 5th: 65</p> <p>%students who responded Always and Often to Question 8. Students in my class behave so teachers can teach.: 3rd: 48% 4th: 39% 5th: 58%</p>



Dowell Elementary School
2018-2019 Strategic Plan

	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>*Conduct community-based sessions at least twice to improve home-school communication and build parent engagement and support of school programs</p> <p>*Each grade-level will plan and implement a curriculum-based program to involve parents in their students' education</p> <p>*Continue to implement the Check-in Challenge program to address students with excessive absences (17 or more days absent); include a parent component to offer support and strategies</p>	<p><i>(Collect data at local school)</i></p>	<p>SY18: Community Meeting @ Lamplighter Village – Jan. 24, 2018</p> <p>Curriculum focused events @ Dowell: STEM Days – Oct. 27, Dec. 15 Gobble Up Literacy – Nov. 13-15 Learning Express – Nov. 30 Science Night – Jan. 18 Digits and Donuts – Jan. 24 Curriculum Night/Test Prep – Feb. 15</p> <p>Check-in Challenge data: %reduction in days absent for student SY17 – 24.0 SY18 – 24.0</p>
--	--	---	--	--

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)
--	-----------------------------	---	--------------	---



2018-2019 Strategic Plan

<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>*Administration serves as mentors/coaches for teachers involved in the CCSD Teacher Leader Academy and/or a university leadership program *Develop teacher leaders through their involvement with the Building Leadership Team through modeling of the PLC implementation process and book studies *Develop teacher leaders within specific content areas through the CCCs and local school initiatives through creation of vertical teams around these areas of focus, e.g. STEM, Arts Integration, Technology, Math, Reading/ELA, Science, SS</p>	<p><i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i></p>	<p>N/A</p>
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>*PD is aligned with observation data that revealed inconsistent implementation of unpacking standards, learning targets, and lesson closings</p>	<p><i>(Use results from TKES and LKES evaluations)</i></p>	<p>N/A</p>