### 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>
</tr>
</thead>
</table>
| Simplify the foundation of teaching and learning to prepare for innovation. | **Ensure all teachers prioritize standards.** | • Teachers will prioritize standards in Math for the 2018-2019 school year.  
• Priority Standards will be communicated to all staff school wide, as well as communicated to parents and stakeholders.  
• Grade levels will meet weekly in CCC meetings and all CCC meetings will focus on the identified priority standards.  
• Priority standards will be shared through vertical and horizontal teams to check alignment throughout the school. | Collaborative team agendas  
Priority Standards framework  
Observation of Collaborative team meetings | N/A |
| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | | • Schedule the building to ensure and protect common planning periods for all grade level staff.  
• Weekly Cobb Collaborative Team meetings scheduled and present on school wide calendar.  
• Cobb Collaborative Team meeting agendas will display the Critical questions and discussion.  
• Data notebooks maintained by teachers documenting the data to answer Critical Questions 3 and 4.  
• Regularly schedule RTI meetings to address Critical Questions 3 and 4.  
• Collaboration with Advanced Learning staff to address Critical Question 4. | Collaborative team agendas  
Observation of Collaborative team meetings  
TKES/Classroom Observations  
RTI rosters and documentation  
Lesson Plans noting Differentiation | N/A |
## Board Goal 2: Differentiate resources for students based on needs.

<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 last year)</th>
</tr>
</thead>
</table>
| Use data to make decisions. | Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas. | • Scheduled CTLS trainings and collaborative meetings with teachers, TTIS, and administration.  
• Touchstones will be administered school wide, in both ELA and Math.  
• Data will be analyzed from the Touchstones to address CCC’s Critical Questions.  
• Additional grade level common formative assessments will be given, recorded, and discussed in CCC meetings (such as DRA, Running Records, etc.) | CTLS Assess Reports  
Collaborative team meeting minutes and agendas  
Teacher data notebooks | N/A |
| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | • Universal Screener will be given three times a year.  
• Results from the Universal Screener will be tracked and intentionally discussed at grade level Collaborative meetings.  
• Data notebooks will be implemented by each grade level teacher.  
• Universal Screener score reports will be reviewed as grade levels and school wide and will be communicated to parents and students. | Universal Screener Reports  
Data Notebooks | 2018 End of Year Reading Inventory Results  
85% of 2nd grade scoring Proficient & Advanced.  
87.1% of 3rd grade scoring Proficient & Advanced.  
90.4% of 4th grade scoring Proficient & Advanced.  
89.9% of 5th grade scoring Proficient & Advanced. |
| Increase percentage of students performing at grade level in reading and math. | • The workshop model will be implemented with fidelity and consistency school wide in ELA and Math.  
• Instruction will be differentiated for all learners in ELA and Math, collaborating with colleagues on intervention strategies and acceleration strategies.  
• Accelerated Content for Math in grades 4 & 5 will be implemented. | EOG Milestone Reports  
Universal Screener Reports  
End of the Year DRA reading levels | 2018 EOG ELA Results  
46% of students in grades 3, 4, 5 scored an Achievement level 3.  
33.7% of students in grades 3, 4, 5 scored an Achievement level 4.  
2018 EOG Reading Results  
96% of students in grades 3, 4, 5 scored as reading on or above grade level.  
2018 EOG Math Results  
44.1% of all students in grades 3, 4, 5 scored an Achievement level 3.  
35.1% of students in grades 3, 4, 5 scored an Achievement level 4. |
## Board Goal 3: Develop stakeholder involvement to promote student success.

<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>
</tr>
</thead>
</table>
| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | • Increase stakeholder input through the use of GA Climate Survey.  
• Fully implement School Council to increase stakeholder input and participation.  
• Share key findings with all stakeholders.  
• Gather input from students through the use of a Student council/panel. | GA Climate Survey  
School Council Agendas and Meeting Minutes | Level 4 from the 2017 School Climate Star Rating. |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | STEM Partnership Program to increase parental involvement in the STEM program.  
• School Wide STEM days to increase participation.  
• Principal Chats held on a regular basis to increase parental involvement and communicate key information to stakeholders.  
• Work closely with PTA and Foundation to involve all parents through a variety of activities.  
• International Families Program to increase involvement from our international family population. | STEM Partnership Document  
STEM Portfolio  
Principal Chat agendas  
PTA/Foundation Agendas | At the end of the year 2018, 2 out of 3 STEM walks were completed successfully. The final STEM walk is scheduled for Aug. 31, 2018. |
## East Side Elementary 2018-2019 Strategic Plan

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

<table>
<thead>
<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>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>
</tr>
</thead>
<tbody>
<tr>
<td>Make Cobb the best place to teach, lead, and learn.</td>
<td>Develop teacher leaders.</td>
<td>• Collaborate with the school’s Building Leadership Team to increase their leadership capacity in the school.</td>
<td>Building Leadership Team Agendas</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the Building Leadership Team to increase input and shared decision making across the school.</td>
<td>Building Leadership Team Meeting minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encourage and support teachers who are pursuing advanced degrees and professional development (inside and outside of the county).</td>
<td>TKES professional growth plans and goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</td>
<td>• Collaborative Communities set Professional Growth Goals as a team and as individuals.</td>
<td>TKES evaluations</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual Reflection Surveys on ELA practices used to develop personalized ELA training and professional development for each grade level, based on needs.</td>
<td>LKES evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Orton Gillingham training to ensure that all staff are fully trained during the 2018-2019 school year.</td>
<td>Professional learning documentation</td>
<td></td>
</tr>
</tbody>
</table>