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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</thead>
<tbody>
<tr>
<td>Simplify the foundation of teaching and learning to prepare for innovation.</td>
<td>Ensure all teachers prioritize standards.</td>
<td>Implement weekly CCCs (2x per week) and an extended CCC day (1x per month) for teachers to thoroughly examine student assessment data (all content areas) to address the 4 PLC questions.</td>
<td>CCC meeting agenda, student data, lesson plans that address deficiencies / mastery on student progress on standards and observations</td>
<td>Student data was used to determine instructional strategies to be used and to determine flexible student grouping.</td>
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<td>Review of student Touchstone, CTLS, RI, MI, and local assessment scores to identify standard(s) in each content area that require additional attention to move students to proficiency.</td>
<td>RI data</td>
<td>Guided Reading and Guided Math was implemented with training to help teachers to help support teachers in reading and math</td>
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<td>Teachers will identify students who are reading below grade level in grades 3-5 to participate in Read 180 and Systems 44.</td>
<td>Data collected and retrieved through CTLS</td>
<td>Strategies were implemented for math operations (fact fluency, sequencing, counting, and operations).</td>
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<td>Implementation of the Early Literacy Initiative program in K-2 (Benchmark phonics) to ensure students are able to acquire phonemic awareness at the appropriate grade level.</td>
<td>Write Score data</td>
<td>Quarterly trainings were provided to support academic strategies and resources used to engaged students.</td>
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<td>Implement the Write Score assessment to measure student’s ability to write in preparation for the Ga. Milestones.</td>
<td>Redelivery of innovative methods during grade level / staff meetings.</td>
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<td>DLI and regular classroom teachers will visit schools that are using innovative techniques to drive student achievement that are not currently in practice.</td>
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**The Fair Oaks Elementary 2018-2019 Strategic Plan**

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<tr>
<th>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</th>
<th>Grade level teams will meet 2x per week in CCCs to review student assessment data and to plan lessons that demonstrate acceleration / remediation strategies based off of the data.</th>
<th>Grade level meeting notes, student data, lesson plans, observations, TKES</th>
<th>Quarterly data meetings were used to review summative assessment data and to plan for the next quarter. Academic coaches and teacher leaders facilitated professional learning team discussions focused on standards in each content area.</th>
</tr>
</thead>
</table>
| Number of Students academically completing every grade | Kindergarten:  
2016: 150/165 = 91%  
2017: 139/166 = 84%  
2018: 137/142 = 96%  

1st Grade:  
2016: 153/161 = 95%  
2017: 134/145 = 92%  
2018: 140/141 = 99%  

2nd Grade:  
2016: 153/171 = 89%  
2017: 162/176 = 92%  
2018: 135 / 135 = 100%  

3rd Grade:  
2016: 153/176 = 87%  
2017: 152/163 = 93%  
2018: 153 / 153 = 100%  

4th Grade:  
2016: 138/139 = 99%  
2017: 145/146 = 99%  
2018: 154/154 = 100%  

5th Grade:  
2016: 119/125 = 95%  
2017: 141/147 = 96%  
2018: 136/137 = 99% |
## Board Goal 2: Differentiate resources for students based on needs.

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| Use data to make decisions. | **Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.** | Each grade level will create a min. of 1 common assessment per semester per content area.  
Data from Touchstone minis in ELA and math will be used in CCCs to drive flexible guided instruction.  
Utilizing data from the Early Literacy Initiative program in K-2 (Benchmark phonics) to ensure students are able to acquire phonemic awareness at the appropriate grade level. | Grade level created assessments in CTLS  
Independent student report results, class results, standards itemization results.  
Data collected through CTLS. | CTLS was utilized by all grade levels to implement grade level formative assessments and to analyze student data. |
| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | CCCs will analyze data from the MI and RI to develop instruction to address student needs. RI will be used to also determine to see which students in grade 3-5 qualify for Read 180 and Systems 44. Analyze RI and MI scores to determine students for enrichment and remediation. | RI and MI data | Computer resource lab was used during specials to implement math programs to address deficits in math vocabulary, concrete / abstract math concepts. |
| Increase percentage of students performing at grade level in reading and math. | Analyze RI data to implement Read 180 & Systems 44 in September to address the reading needs of students in 3rd, 4th, and 5th grade. Create tutoring and Saturday school opportunities to help provide students additional support in the reading and math through 20 Day funds. Develop a Summer Bridge Program for students in 3rd, 4th, and 5th grade to help prepare students for their next grade level. Work with Griffin Middle School for our rising 6th graders. Institute the; “All In, All Eagle” Attendance Program to reduce the number of lost instructional days to help students become more academically successful. Use the Summit program for EL students in social studies and science to improve literacy skills. Saturday school | CCRPI data, RI, MI, DRA, Georgia Milestones, Summit data, attendance sheets and lesson plans for Summer and Saturday school programs. 20 Day Funds Tutoring and Saturday school sign-in sheets Weekly 3 day / 5day + absence reports to monitor student absences. | 5th grade students were introduced to bi-weekly math constructed response questions through their math journals. EOG Results for Student Reading on Grade Level: 3rd Grade: 2016: 63.7% 2017: 61.6% 2018: 50.0% 4th Grade: 2016: 40.6% 2017: 43.6% 2018: 50.0% 5th Grade: 2016: 40.0% 2017: 56.8% 2018: 55.0% EOG (% Proficient Level III / Level IV) Results for Math: 3rd Grade: 2016: 69.9% 2017: 78.7% 2018: 45.0% 4th Grade: 2016: 32.6% 2017:42.4% 2018: 35.0% 5th Grade 2016: 30.6% 2017: 37.1% 2018: 32.0% |
### Board Goal 3: *Develop stakeholder involvement to promote student success.*

| Superintendent’s Priorities | District Initiatives | Local School Key Actions:  
(List as many actions as needed in each box.) | Measured by:  
Successfully completed Key Actions from last year’s plan:  
(Due September 1) |
|---------------------------|---------------------|---------------------------------------------|-----------------------------|
| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | Create a comment box in the front office and an online option to provide all shareholders an opportunity to submit suggestions and ideas on improving school operations.  
Review data from the GA Climate survey to improve community relations and school safety.  
Create community outreach meetings like; Pastries with the Principal and Lunch with the Principal to solicit feedback from parents and Partners in Education regarding school operations. | Submitted forms via paper and online.  
Responses from the Ga. Climate survey.  
Sign-in sheets and feedback forms given after each meeting |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | Institute the Northwest Eagle Family Literacy Nights to provide parents with the instructional supports to work with their students at home.  
Develop quarterly STEM nights with Fair Oaks Teachers, KSU teachers, and Majestic Plumbing to build community and to promote science and math.  
Promote the instructional programs and family events that will be occurring at Fair Oaks through our monthly community / parent newsletter.  
Provide English classes to our ESOL parents 1 to 2 times a week starting in late October / early November.  
Implement Parent Workshops to help bring understanding to grade level standards, CCRPI, Ga. Milestones, GKIDS, and ACCESS assessments. | Sign-in logs  
Newsletter  
Agendas  
Lesson plans for English classes | Average Daily Attendance  
2016: 95.8%  
2017: 95.9%  
2018: 95.3%  
Administration and counselors monitored student’s attendance and touched base with parents and students who had high absences.  
Students were recognized for their attendance during student celebrations. |
### The Fair Oaks Elementary 2018-2019 Strategic Plan

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

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<td>Make Cobb the best place to teach, lead, and learn.</td>
<td>Develop teacher leaders.</td>
<td>Provide Committee Chairs with leadership responsibilities to improve community relations, school climate, student behavior, and staff development. Develop the Fair Oaks Aspiring Leader Academy to provide those team members an opportunity to get a glimpse of what it takes to be a team leader, SLI, and/or an administrator and how to prepare to become a school level leader.</td>
<td>Committee meeting notes and agendas, and completed task-oriented sheets that demonstrate what was put in place to address the specific committee’s area of responsibility. Monthly agenda and sign-in sheets from F.O. ALA. Staff survey given to review feedback regarding the effectiveness of the Academy.</td>
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<td>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</td>
<td>Provide extended CCC planning time 1x per month per grade level to monitor student progress. Provide release time for teachers to observe highly effective instructional practice and behavior management techniques. Provide PL for teachers and academic coaches to improve their classroom instruction / instructional leadership. PL development currently scheduled is CTLS training through-out the year, Reading Workshop, How to teach to ESOL students, How to Teach to Gifted Students, Purposeful Movement in Instruction, Number Talks, GCTM, NEA ESP Conference.</td>
<td>Friday professional development led by the Academic Coaches during grade-level planning. After-school PD held on the 2nd Wednesday of the month. Agendas and sign-in sheets from in-house and off-property professional development classes. Survey results from the Ga. Climate Survey</td>
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