

# Ford Elementary School 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>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> <li>- Identify priority standards within collaborative team meetings</li> <li>- Work to develop and utilize common assessments based on grade level priority standards.</li> </ul>	Weekly collaborative team agendas, unit plans, observations, SGM data, and/or TKES feedback	
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> <li>- Provide support for expectations and provide common agenda to be utilized for weekly meetings with 4 critical questions noted.</li> <li>- Communicate expectations for meeting purpose.</li> <li>- Designate and protect time each week for collaborative team meetings.</li> </ul>	Weekly collaborative team agendas uploaded into OneNote, unit plans, observations.	Grade level meeting minutes housed in the Ford ES One Drive.

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## Board Goal 2: *Differentiate resources for students based on needs.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> <b>of Key Actions from last year's plan:</b> <b>(Due September 1)</b>
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<ul style="list-style-type: none"> <li>- Conduct training and provide support for using CTLS.</li> <li>- Work to develop common formative assessments.</li> <li>- Administer touchstones in reading and math.</li> <li>- Analyze data by standard and discuss results, plan of action as part of the collaborative team meetings.</li> </ul>	Formative classroom reports from CTLS ASSESS generated by teacher or subject, Collaborative Team Meeting minutes, teacher lesson plans, and observations	CTLS results in CTLS Assess and evidence of collaboration to adjust instruction in meeting minutes.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> <li>- Administer the RI according to the CCSD guidelines.</li> <li>- Use the reports feature in the Universal Screener to collect information regarding student achievement to analyze student strengths and areas for growth.</li> </ul>	RI data, created reports, Collaborative team Meeting minutes, lesson plans, and observations	Team Meeting minutes in One Drive for the 17-18 school year. 2017-2018 TKES Evaluation comments.



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> <li>- Continue RTI strategies for students performing below grade level.</li> <li>- Monitor student achievement through running records adjusting instructional strategies as needed</li> <li>- Implement after school tutoring programs for students in grades 3-5</li> <li>- Implement Read 180 and System 44</li> <li>- Incorporate the use of number talk strategies in all grade levels</li> <li>- Implement the model drawing strategy for problem solving to develop consistent language.</li> <li>- Follow AC curriculum for qualifying students in grades 4-5.</li> </ul>	<p>CCRPI Data, RI, Touchstones data, EOG scores, DRA, System 44/Read 180 information, common grade level assessments.</p>	<p>Students in grade 3 ELA increased the median Lexile by 5 points on the EOG. Students in Grade 4 increased the level of proficient by 4.4% and increased the mean Lexile by 40 points on the EOG. Students in grade 5 increased the percentage of proficient on ELA EOG by 1.9%.</p>
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<b>Superintendent's Priorities</b>	<b>District Initiatives</b>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ul style="list-style-type: none"> <li>- Review parent and staff results to help make decisions.</li> <li>- Seek parent/partner input from PTSA, Ford Foundation, School Council, and Partners in Education.</li> <li>- Provide opportunities for parents and community members to support through different initiatives</li> </ul>	<p>Surveys and meeting minutes from School Council and Ford Foundation.</p>	<p>Meeting minutes posted on the Ford ES website for School Council and Ford Foundation.</p>



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	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ul style="list-style-type: none"> <li>- Continue regularly scheduled meetings for PTSA, Ford Foundation, and School Council.</li> <li>- Support parents by providing “Parenting with Love and Logic.”</li> <li>- Collaborate with Ford Foundation and PTSA to provide family events during the school year.</li> <li>- Plan and implement curriculum, family, and community nights sponsored by the Ford staff including STEM night and Math night.</li> </ul>	Meeting minutes and agendas and parent feedback	Meeting minutes posted on the Ford ES website for School Council and Ford Foundation.
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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>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> <b>of Key Actions from last year’s plan:</b> (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> <li>- Support teachers working to seek leadership degrees and certifications.</li> <li>- Offer opportunities to be part of planning and decision making when appropriate.</li> <li>- Provide opportunities for staff members to lead staff development.</li> <li>- Provide teachers opportunities to attend professional learning.</li> <li>- Increase the number of opportunities for teachers to observe teacher peers.</li> </ul>	Staff Meeting Agendas, TKES self-assessments and TKES professional goals.	



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"><li>- CCC training with a focus on with intentional planning of instructional strategies</li><li>- Observe and communicate feedback to ensure they meet the requirements for TKES and LKES standards</li></ul>	<p>TKES and LKES standards, Collaborative Team Meeting minutes</p>	
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