

# Harmony Leland 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>	1. Grade level teams will identify priority standards.  2. Teacher teams will vertically collaborate and identify standards that students must master to be successful at the next grade level.	<ul style="list-style-type: none"> <li>• Collaborative Team agendas</li> <li>• Team Priority Standards</li> </ul>	1. IP - Last Year- teacher teams created lists of priority standards This Year: Teacher teams will begin the <b>process</b> of examining, discussing and identifying priority standards  2. FO – Teacher teams vertically collaborated and accomplished this during pre-planning.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	1. Team will collaborate one day weekly (minimum) regarding curriculum/instruction.  2. Teams will utilize extension block planning three times monthly to analyze assessment results and plan whole level remediation or extension.  3. Teams will utilize CTLS Teach to plan instruction for students.	<ul style="list-style-type: none"> <li>• Collaborative Team minutes</li> <li>• CTLS Usage Report</li> </ul>	1. FO - All grade level teams collaborate on Thursdays  2. N/A - New goal  3. N/A - New goal

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## 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>	1. Teacher teams will give a common assessment every two weeks and adjust instruction based on the results.	<ul style="list-style-type: none"> <li>• CTLS Assess Reports</li> <li>• Collaborative Team minutes</li> </ul>	1. IP - Last year teachers gave common summative assessments at the end of the unit in math. This Year teachers will give common formative assessments every two weeks in ELA and math.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	1. Teams will examine data from the RI and MI to plan small group instruction for students.	<ul style="list-style-type: none"> <li>• RI and MI Data</li> <li>• Lesson Plans</li> </ul>	1. N/A - New goal

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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will meet with students that are below level in reading 3-4 times weekly in guided reading/skill based groups.</li> <li>2. Students will utilize I-Read and I-Station 2-3 times per week during the literacy block.</li> <li>3. Teachers will identify students below grade level in reading and math and offer targeted instruction through after school and Saturday tutoring programs.</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• I-Read and I-Station Usage Reports</li> <li>• After School Tutoring Class Rolls</li> </ul>	<ol style="list-style-type: none"> <li>1. FO - Teachers facilitate guided reading groups 3-4 times weekly.</li> <li>2. IP - Last Year students in grades K, 1, 2, and 3 consistently utilized I-Station. This year students in grades K-5 will consistently utilize I-Station.</li> <li>3. FO - Last year approximately 100 students participated in after school and Saturday school tutoring.</li> </ol>
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<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)
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ol style="list-style-type: none"> <li>1. Utilize parent surveys to gather parent perception and input regarding school improvement.                             <ul style="list-style-type: none"> <li>• Utilizing text messages as the preferred tool for home/school communication</li> <li>• Adding additional options to the student dress code</li> </ul> </li> <li>2. Utilize the 2017-2018 School Council input to implement the following changes:                             <ul style="list-style-type: none"> <li>• Increase technology usage among students through additional laptop carts and technology lab</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Parent Survey Forms</li> <li>• School Council Minutes</li> </ul>	<ol style="list-style-type: none"> <li>1. FO - Two parent perception surveys were given last year to collect data from parents. School Council meet four times last year to provide input regarding the school.</li> <li>2. FO – The Tech Café (technology lab) launched this school year. The school increased the number of student laptops from 30 to 90.</li> </ol>



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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>1. Facilitate the following workshops that give parents strategies to support their children:</p> <ul style="list-style-type: none"> <li>• Understanding Reading Assessment Data</li> <li>• I-Station Reading and Math</li> <li>• Georgia Milestones Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Workshop Sign In Sheets and Flyers</li> </ul>	<p>1. FO -Parents participated in three workshops last year:</p> <ul style="list-style-type: none"> <li>• I-Station Reading and Math</li> <li>• Georgia Milestones Overview</li> <li>• Understanding Science Standards</li> </ul>
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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> of Key Actions from last year's plan: (Due September 1)
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>1. Develop teachers by providing professional learning to teachers through staff meetings. Sessions will include:</p> <ul style="list-style-type: none"> <li>○ Effective Instructional Practices: Visible Learning: John Hattie</li> <li>○ Understanding Poverty: Ruby Payne Scenarios</li> <li>○ Building Consensus*</li> <li>○ A Brief History of Grading Discrepancy*</li> </ul> <p>*From Solution Tree Global PD</p> <p>2. Develop leadership team members' understanding of Professional Learning Communities by participating in Solution Tree's The PLC at Work Process Today Online Course</p>	<ul style="list-style-type: none"> <li>• Staff/Leadership Team Meeting/PLC Agendas</li> <li>• Solution Tree Global PD Dashboard</li> <li>• Solution Tree Learning by Doing Module Reports</li> </ul>	<p>1. N/A - New Goal</p> <p>2. N/A - New Goal</p>
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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>1. Plan professional learning for teachers based on walkthroughs and formative observations.</p> <ul style="list-style-type: none"> <li>• Targeted PD will be delivered on the following topics:             <ul style="list-style-type: none"> <li>○ Instructional Strategies to Engage Students in Learning*</li> <li>○ Marzano’s Strategies (4 Parts) *</li> </ul> </li> </ul> <p>2. Plan professional learning for teachers to address identified areas of improvement from the PLC rubrics.</p> <ul style="list-style-type: none"> <li>○ Using Common Formative Assessments to Help Teachers Reflect on their Practice*</li> <li>○ Getting Insanely Clear About What Students Have to Learn*</li> <li>○ Understanding the Common Formative Assessment Process*</li> <li>○ Data Analysis Protocol: Mathematics*</li> </ul> <p style="text-align: center;">*From Solution Tree Global PD</p>	<p>1. Results from TKES evaluations</p> <p>2. Results from PLC rubrics</p>	<p>1. IP Walkthrough data revealed that teachers needed to increase the variety of instructional/engagement strategies.</p> <p>2.N/A - New Goal</p>
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