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| Board Goal 1: **Vary learning experiences to increase success in college and career pathways** | Simplify the foundation of teaching and learning to prepare for innovation. | • Administration will review the process with teachers for prioritizing standards with each collaborative team using the resources from Solution Tree  
• Provide release time for teachers to collaborate on the prioritization of standards  
• Administration and teachers will review standards quarterly | • Collaborative team agendas and minutes  
• Lesson plans  
• Walkthroughs and observations  
• Documents with prioritized standards | |
| Ensure all teachers prioritize standards. | Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | • Provide collaborative planning time for general education and special education teachers  
• Establish a school-wide collaborative meeting day (Tuesday) and protect this meeting time  
• Principal will re-train staff on the collaborative meeting protocols with deeper focus on the 4 critical questions  
• Teachers will meet weekly on the designated day using the established norms and agenda  
• Administration will attend collaborative meetings twice a month  
• Administration will review minutes and offer input and feedback to teams | | |
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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. | • Ensure that all staff have full access and knowledge of CTLS resources  
• Involve district trainers in providing CTLS support for all teachers  
• Provide collaborative planning time for general education and special education teachers to develop common assessments and analyze student data  
• Establish CTLS as the priority resource for instruction and assessment | • Reports in CTLS ASSESS  
• Collaborative team agendas and minutes  
• Sign-in sheets from training |

| Results of Key Actions from last year’s plan: (Due September 1) |
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| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | • Coordinate assessment schedule to ensure RI/MI administration  
• Utilize Workshop Model to provide differentiated, small group instruction  
• Analyze data in collaborative meetings  
• Implement school-wide intervention time | • RI and MI data  
• The RI data shows that in grades 2 – 5, there was a 11.4% decrease in the percentage of students scoring in the Below Basic and Basic categories from the fall to spring administrations; there was a 15.4% increase in the percentage of students scoring in the Proficient and Advanced categories.  
• The MI data shows that in grades K – 5, there was a 25.6% decrease in the percentage of students scoring in the Below Basic and Basic categories from the fall to spring administrations; there was a 16.5% increase in the percentage of students scoring in the Proficient and Advanced categories. | • CCRPI data  
• The CCRPI data for reading shows a 4.8% decrease in the percentage of students scoring in Levels 1 & 2 and a 4.8% increase for levels 3 & 4; the CCRPI data for math shows no growth. | • Increase percentage of students performing at grade level in reading and math. | • Utilize Workshop Model to provide differentiated, small group instruction  
• Analyze data in collaborative meetings  
• Implement school-wide intervention time | • Board Goal 3: Develop stakeholder involvement to promote student success. |
**Hayes Elementary School 2018-2019 Strategic Plan**

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| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | • Offer resources to parents via the Parent Resource room to ensure student success  
• Plan academic activities night/weekend to accommodate parent availability, i.e., Math and Literacy Nights  
• Provide Leader in Me parent classes to build home school connection | • GA Climate Survey data  
• Increased literacy and math resources offered in the Parent Resource Room and during the Summer Reading Program  
• Alternate monthly events to include during the school day and night time activities  
• Alternate Leader in Me class time offerings to include during the school day and evening times | |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | | • See Title I Plan | • Collect local data at school | • Offered Math Night during first quarter per parent request  
• Established multiple forms of communication to enhance communication and parent involvement  
• Purchased web-based reading software for at-home reading support |
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| Make Cobb the best place to teach, lead, and learn. | Develop teacher leaders. | • Build leadership capacity on the Building Leadership Team with monthly leadership development lesson from principal  
• Provide release time for teacher leaders to participate in leadership academies  
• Establish goals and objectives for each leader to accomplish by the end of the school year | Teacher Leader Self-Assessment |  |
| | Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. | • Examine TKES results and provide leadership opportunities for teachers with level 3 or 4 evaluation performance  
• Provide Professional Learning Plans (Remediation) for teachers with level 1 or 2 evaluation performance | TKES and LKES evaluations | • Created personalized professional learning goals based on TKES  
• Paired teachers in need of remediation with model teachers for peer observations and mentoring |