



Hayes Elementary School 2018-2019 Strategic Plan

Board Goal 1: **Vary learning experiences to increase success in college and career pathways**

Superintendent's Priorities	District Initiatives	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)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Collaborative team agendas and minutes • Lesson plans • Walkthroughs and observations • Documents with prioritized standards 	
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Collaborative team agendas and minutes • Lesson plans • Walkthroughs and observations 	



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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>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reports in CTLS ASSESS • Collaborative team agendas and minutes • Sign-in sheets from training 	

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	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • RI and MI data 	<ul style="list-style-type: none"> • 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.
	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> • Utilize Workshop Model to provide differentiated, small group instruction • Analyze data in collaborative meetings • Implement school-wide intervention time 	<ul style="list-style-type: none"> • CCRPI data 	<ul style="list-style-type: none"> • 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.

Board Goal 3: **Develop stakeholder involvement to promote student success.**



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Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • GA Climate Survey data 	<ul style="list-style-type: none"> • 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
	<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"> • See Title I Plan 	<ul style="list-style-type: none"> • Collect local data at school 	<ul style="list-style-type: none"> • 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

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



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<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Teacher Leader Self-Assessment 	
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • TKES and LKES evaluations 	<ul style="list-style-type: none"> • Created personalized professional learning goals based on TKES • Paired teachers in need of remediation with model teachers for peer observations and mentoring