



Hendricks 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>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	Implement weekly grade level team meetings to focus on prioritizing instructional standards within the data cycling process.	Administrative observations as meetings progress, teacher-documented agenda minutes.	N/A – formally prioritizing standards will be new work for our teachers
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	Implement weekly "CCC," meetings with each grade level team to collaboratively focus on prioritizing instructional standards within the data cycling process. Collaborative conversations revolve around the 4 critical questions related to student learning.	Administrative observations as meetings progress, teacher-documented agenda minutes, norms, norms violations protocols, and collaboration roles.	IP: Meetings took place throughout the 2017-18 school year, however for the 2018-19 school year, administrators and/or academic coaches will be present at all meetings as a collaborative resource for teachers.

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>	Administer quarterly touchstones assessments through CTLS to become data source for weekly "CCC," discussions. Implement proof of concept initiative within 3 rd grade math fluency program – assessment results, documented in CTLS, become data source for weekly "CCC," discussions.	Touchstones data, CCC agenda minutes, administrative participation in skype calls for proof of concept initiative.	IP: Utilization of CTLS is implemented. Working on developing consistent school-wide delivery of touchstones assessments (mini's vs. whole). N/A – 3 rd grade proof of concept initiative is new to our school.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Administer RI/MI at least three times during year, assessment results become data source for weekly "CCC," discussions.	RI/MI data results	IP: Assessments were administered with fidelity in 2017-18. For this school year administration and/or academic coaches will be present at all "CCC," grade level meetings to monitor data analysis / instructional adjustment process.
	<i>Increase percentage of students performing at grade level in reading and math.</i>	Implement Read 180/System 44 and Math 180 instructional interventions for struggling ELA/Math learners. Implement 3 rd grade proof of concept within 3 rd grade math fluency program. Provide Extended Day tutoring program.	Milestones / CCRPI data Touchstones data for proof of concept initiative Pre/post test data on behalf of students in tutoring program	IP: Seeking additional Math 180 licenses for additional student support. N/A – 3 rd grade proof of concept initiative is new to our school N/A – pre/post test data tracking will be new this year within the tutoring program



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

<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: (<u>Due September 1</u>)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	Administer Georgia Climate Survey to students, staff, and parents to solicit stakeholder input. Administer Title 1 Stakeholder Survey to parents to solicit stakeholder input.	Georgia Climate Survey Results Title 1 Stakeholder Survey Results	IP: Climate survey results indicated 64.5% of our parents agreed that our school shares responsibility for learning with the home. Our goal is to increase that percentage by providing the programs described below (Bites and Books / Munch and Math).
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	Provide "Bites and Books," and "Munch and Math," parent informational meetings to provide specific digital resources for help at home with Reading and Math reinforcement.	Parent surveys provided at each parent involvement	IP: Survey results reflect our parents' desire to have informational meetings focused more on digital resources to be used for help at home with Reading and Math.



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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>	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>	Conduct Book Study (<i>Culturize</i>) within Principal's Advisory Committee (PAC) teacher-leadership team.	Professional Learning plan within PAC group. Measured through agenda minutes from monthly meetings and teacher feedback related to book study discussions.	N/A – Book study is new to our PAC group.
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	Develop improved communication with parents among our staff, specifically related to uses of phone/face to face conversations when addressing student achievement and / or behavioral issues.	TKES Professional Learning Goals related to Standard 10 - Communication	N/A – New emphasis for our teachers