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

<table>
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<tr>
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<th>Measured by:</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
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| Simplify the foundation of teaching and learning to prepare for innovation. | Ensure all teachers prioritize standards. | 1. Prioritize math standards K-5 for each nine weeks by using the CCSD Pacing Guide and resources in CTLS TEACH.  
2. Use common assessments to monitor student mastery of prioritized math standards. | Collaborative Team Agendas, Priority Standards Graphic Organizer, observations. | Not Assessed Yet |
| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | 1. Meet once a week to address the 4 critical questions in math using the math priority standards (1-5) & in reading/writing to plan lessons based on data collected (K-5).  
2. Use the 4 critical questions to implement the first year of the Cobb County Phonics Initiative with all K students. | Collaborative Team Agendas, observations. | Not Assessed Yet |
Hollydale Elementary School 2018-2019 Strategic Plan

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. | 1. Utilize common formative and summative assessment results to ensure all students make growth toward mastery of the standards in reading and math.  
2. Use CTLS Teach to develop constructed response questions in math and commonly score results. | CTLS Assess Reports as generated by Team and Teacher  
CCC Agenda and Meeting Notes | Not Assessed Yet |
| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | | 1. Use the RI assessment results to set goals for growth among our CCC’s as well as with our students.  
2. Analyze RI assessment results to pinpoint intervention strategies which target students who are well below (Systems 44/Read 180/EIP support, iStation, Really Great Reading for ESOL learners) as well as students who have exceeded or mastered grade level expectations (Advanced Content, Talent Development, classroom differentiation).  
3. Use MI assessment results to identify students below grade level expectations; use the GLOSS to inform interventions. | Goal Setting Sheets  
Reading Inventory Results  
Math Inventory Results | Not Assessed Yet |
| Increase percentage of students performing at grade level in reading and math. | | 1. Continue to offer an intervention block per grade level.  
2. Offer systematic interventions for individual students based on performance on formative data (math compacting, Systems 44, Read 180, iStation, Really Great Reading, EIP support, Advanced Content, Talent Development, After School Tutoring, Summer Enrichment Camps). | CCRPI Data  
Growth Reports from RI/MI, iStation, Pre/Post Assessments for Tutoring and Summer Programs | “Power Hour” during the 2017-2018 school year showed most students in 3rd, 4th, 5th increased lexile growth by at least 10%.  
Milestones Data reported reading growth for 2017-2018.  
Strategies for 2018-2019 not assessed yet. |
### Hollydale Elementary School 2018-2019 Strategic Plan

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

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<tbody>
<tr>
<td>Make Cobb the best place to teach, lead, and learn.</td>
<td>Utilize stakeholder input to improve school processes.</td>
<td>1. Utilize Parent Feedback forms to continually improve instructional practices, culture/climate of our school, and communication with our stakeholders.</td>
<td>Title 1 Parent Feedback Forms</td>
<td>1. Collected Parent Feedback forms &amp; tweaked school functions &amp; daily processes accordingly during the 2017-2018 school year.</td>
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<td>2. Continue to participate in the Osborne School Council to collect input as well as inform stakeholders of vertical needs/happenings in schools.</td>
<td>Osborne School Council Minutes</td>
<td>2. Attended &amp; participated in all 2017-2018 meetings.</td>
</tr>
<tr>
<td>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</td>
<td>Utilize Parent University classes to support</td>
<td>a. Math standards and strategies used in the classroom to add, subtract, multiply and divide quickly.</td>
<td>Title 1 Parent Feedback Forms</td>
<td>Will continue to assess for 2018-2019.</td>
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<td>b. Reading strategies to promote sight words, decoding, and comprehension strategies.</td>
<td>Conference Feedback Forms</td>
<td></td>
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<td></td>
<td></td>
<td>c. Writing standards taught and strategies used to promote student success.</td>
<td>GA Climate Survey</td>
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<td>d. Information regarding programming in schools (EIP, IEP, RTI, RI/MI, AC, etc...).</td>
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<td>e. Understanding the “numerous” testing we conduct in school and how that relates to learning.</td>
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<td>f. Leader in Me language to assist in social and emotional learning.</td>
<td></td>
<td>Not Assessed Yet</td>
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</table>
Board Goal 4: **Recruit, hire, support and retain employees for the highest level of excellence.**

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| Make Cobb the best place to teach, lead, and learn. | Develop teacher leaders. | 1. Promote teacher leaders by  
a. Offering Lunch and Learn with Key Leaders in the building  
b. Differentiating the learning of academic instructional strategies through Key Teams (Executive Functioning, ESOL, Gifted, SpEd, PBIS/Leader in Me, Dual Language Immersion, Arts Integration, Literacy).  
c. Allowing key teachers to attend county CCC by subject to redeliver information.  
d. Use Super Owl Support (SOS) Teachers to lead the RTI process as well as data team discussions by grade level.  
2. Train Building Leadership Team Members in building trust, engaging in difficult conversations, and managing grade level or department CCCs. | Teacher Leader Self-Assessment Survey  
Key Team Minutes  
Staff Meeting Minutes  
SOS Team Minutes  
BLT Minutes | Not Assessed Yet |
| Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. | 1. Differentiated PL in Key Teams and Grade Level/Dept CCCs.  
2. Provide PL throughout the year based on collected data pinpointing needs such as  
a. Positive Behavior Intervention Supports  
b. Writing constructive response math questions & scoring them.  
c. Development of Learner Profiles to use with instruction as well as communicate to parents. | TKES/LKES Evaluations Key Team and Grade Level Minutes | Not Assessed Yet |