

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>	<ol style="list-style-type: none"> 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
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ol style="list-style-type: none"> 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

Board Goal 2: *Differentiate resources for students based on needs.*

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)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<ol style="list-style-type: none"> Utilize common formative and summative assessment results to ensure all students make growth toward mastery of the standards in reading and math. 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
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ol style="list-style-type: none"> Use the RI assessment results to set goals for growth among our CCC's as well as with our students. 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). 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
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ol style="list-style-type: none"> Continue to offer an intervention block per grade level. 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 3 rd , 4 th , 5 th increased lexile growth by at least 10%. Milestones Data reported reading growth for 2017-2018. Strategies for 2018-2019 not assessed yet.

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. re</i>	<ol style="list-style-type: none"> 1. Utilize Parent Feedback forms to continually improve instructional practices, culture/climate of our school, and communication with our stakeholders. 2. Continue to participate in the Osborne School Council to collect input as well as inform stakeholders of vertical needs/happenings in schools. 	Title 1 Parent Feedback Forms Osborne School Council Minutes GA Climate Survey	<ol style="list-style-type: none"> 1. Collected Parent Feedback forms & tweaked school functions & daily processes accordingly during the 2017-2018 school year. 2. Attended & participated in all 2017-2018 meetings. Will continue to assess for 2018-2019.
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	Utilize Parent University classes to support <ol style="list-style-type: none"> a. Math standards and strategies used in the classroom to add, subtract, multiply and divide quickly. b. Reading strategies to promote sight words, decoding, and comprehension strategies. c. Writing standards taught and strategies used to promote student success. d. Information regarding programming in schools (EIP, IEP, RTI, RI/MI, AC, etc....). e. Understanding the "numerous" testing we conduct in school and how that relates to learning. f. Leader in Me language to assist in social and emotional learning. 	Title 1 Parent Feedback Forms Conference Feedback Forms GA Climate Survey	Not Assessed Yet

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

<i>Superintendent's Priorities</i>	<i>ses 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>	<ol style="list-style-type: none"> 1. Promote teacher leaders by <ol style="list-style-type: none"> 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

	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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. 	<p>TKES/LKES Evaluations Key Team and Grade Level Minutes</p>	<p>Not Assessed Yet</p>
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