

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<p>Examine student data, share effective instructional strategies and establish differentiation strategies for grade level standards during block time.</p> <p>Examine grade level data from 2017-2018 school year during block planning days in order to determine priority standards.</p> <p>Collaborate and plan the organization and pacing of grade level standards utilizing block planning time.</p>	Collaborative team agendas, unit plans, observations, and/or TKES results	Block planning was held each week. Thursdays at the K-1 campus and Friday at the 2-5 campus. Teachers have 1 hour and 15 minutes for planning. Teachers discussed data, curriculum maps, instruction and differentiation.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Provide weekly collaborative team meetings referred to as block planning at King Springs. K-1 building on Wednesday, 2-5 building on Friday.</p> <p>Maintain focus on student data and the 4 critical questions by provide guidance from administration and teacher leaders during block planning to</p> <p>Identify grade level common assessments to be analyzed during block planning.</p>	Collaborative team agendas, unit plans, observations, and/or notes.	PLC training was conducted. Overviews were given during pre-planning and then individual grade level teams received additional training during block days. Grade level PLCs have been established.

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (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>	<p>Develop flexible formative assessments for each content area using question bank in CTLS and teacher generated questions.</p> <p>Collaborate during block planning to develop flexible formative assessments.</p> <p>Establish grade level calendars for administering and analyzing flexible formative assessments.</p>	Review reports in CTLS ASSESS, generated by teacher and/or subject Grade level assessment calendar, grade level FFAs.	Block planning was used to develop formative assessments. Grade levels developed calendars to give assessments.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<p>Conduct FRA and RI with all students.</p> <p>Analyze FRA and RI results during block planning time.</p> <p>Adjust flexible student groups and instruction in reading using data from FRA and RI and the 4 critical questions.</p>	FRA and RI Data Collaborative team meeting agendas, lesson plans, observations, TKES ratings.	FRA and RI were conducted in grades Kindergarten through 5 <sup>th</sup> grade. Student results were analyzed and discussed. FRA and RI data were used as a data point for EIP.



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Provide Read 180, EIP pull-out, ESOL services, differentiation strategies, and specialized instructional strategies to increase the percentage of students reading on grade level.</p> <p>Provide after school tutoring to identified students.</p> <p>Provide Guided Math, differentiation strategies, specialized instructional strategies, STEM projects and Conceptua Math to increase student performance in Math.</p>	<p>Read 180 reports, EIP and ESOL reports Lesson Plans, Observations, TKES ratings CCRPI Data</p> <p>Tutoring Log Lesson Plans Conceptua Math reports</p>	<p>Read 180, EIP, ESOL, differentiation and specialized instruction were provided. After school tutoring was provided for reading and writing. After school tutoring targeted students with an on grade level lexile who did not pass the EOG based on writing. Improving writing skills was the focus of tutoring this year. AC classes were provided for ELA and math in 4th &amp; 5th grade.</p> <p>Initial Reading Milestone Data indicated a slight increase in students scoring at level 3 &amp; 4. 3rd = 48% to 52% 5th = 62% to 64% 4th Grade showed a slight decrease: 74% to 70% Level 3 &amp; 4 data showed a tremendous increase when reviewing students' 2017 3rd grade reading score to their 2018 4th grade score: 48% to 70% The opposite is true when reviewing students' 2017 4th grade score to their 2018 5th grade score: 74% to 64%. Data for students that participated in the tutoring program for reading showed the following results: 3rd Grade: 67% of students that participated in the tutoring program for reading program had an on or above grade level Lexile score on the EOG. 4th Grade: 90% of students that participated in the tutoring program for reading had an on or above grade level Lexile score on the EOG. 5th Grade: 73% of students that participated in the tutoring program for reading had an on or above grade level Lexile score on the EOG. Data for students that participated in the tutoring program for writing showed the following results: 3rd Grade: 50% of students that participated in the writing</p>
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				<p>tutoring passed the writing portion. 4th Grade and 5th grade showed 100% of students that participated in the tutoring program for writing passed the writing portion.</p>
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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> )
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Analyze all parent survey results, share survey information with staff, School Council, Foundation and PTA Executive Board.</p> <p>Improve school processes and operations by utilizing feedback from stakeholder groups.</p>	<p>GA Climate Survey data</p>	<p>222 Parents responded to the AdvEd survey Parents Responded as Agree or Strongly Agree to the following questions: 91% I am actively involved in activities at my student's school 99% I attended parent/teacher conferences at my student's school. 96% Teachers at my student's school have high standards for achievement. 95% Teachers at my student's school promote academic success for all students. 97% School rules are consistently enforced at my student's school. 98% My student likes school. 96% I feel comfortable talking to teachers at my student's school. 98% I feel welcome at my student's school 79% I am involved in the decision making process at my student's school 79% I frequently volunteer to help on special projects at my student's school.</p>



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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>Maintain a collaboratively created calendar that includes CCSD dates, PTA dates, Foundation dates and local school dates.</p> <p>Distribute collaboratively created calendar monthly</p> <p>Promote “House System” to all stakeholders as the foundation for teamwork among students and staff, and a positive behavior system.</p> <p>Promote school Foundation as a means to raise funds to support STEM initiatives and school goals.</p> <p>Promote PTA as the partnership between families and the school. Increase membership and volunteer hours.</p> <p>Promote School Council as a partnership with administration in celebrating student achievement and advocating for school needs to the greater community and school district.</p> <p>Communicate with parents and staff utilizing the Message Center.</p>	<p>Copies of Calendars distributed monthly to parents and staff.</p> <p>House system celebrations held monthly.</p> <p>Foundation’s Support the Pride fundraiser flyers and financial updates.</p> <p>PTA membership numbers. Responses to GA School Climate Survey.</p> <p>School Council Minutes</p> <p>Message center reports</p>	<p>A collaborative calendar was maintained and distributed to families throughout the school year. The House system continued as a positive reinforcement for students. The school Foundation supported STEM initiatives at all grade levels. PTA increased its membership and volunteers for all events. School Council met throughout the year to discuss student achievement and any instructional needs for teachers. They are a strong advocate for the school community and share information about the construction plans.</p>
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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.	<i>Develop teacher leaders.</i>	<p>Include teachers from each grade level and specialty area on the Building Leadership Team.</p> <p>Provide opportunities for shared decision making.</p> <p>Promote Teacher Leader Academy for highly effective teachers.</p> <p>Provide opportunities for teachers to lead professional learning during grade level block planning days and during staff meetings.</p>	<p>Teacher Leader Self-Assessment Survey</p> <p>Minutes from Building Leadership Team meetings</p> <p>Teacher Leader Academy applications</p> <p>Professional Learning Plan</p>	<p>Highly effective teachers provided professional learning to colleagues during block days.</p> <p>Building Leadership Team met monthly to discuss school operations and make schoolwide decisions.</p>
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<p>Determine professional learning needs for instruction by analyzing student performance data and TKES data.</p> <p>Determine focus for improving team dynamics which impact student achievement by conducting and reviewing team collaboration rubrics.</p>	<p>EOG Results</p> <p>TKES &amp; LKES Data</p> <p>Collaboration Rubrics</p> <p>Block Planning Agendas</p>	<p>Based on TKES data and classroom walks, balanced instruction will continue to be a focus for professional learning.</p> <p>Highly effective teachers provided professional learning to colleagues during block days.</p>