

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: (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"> • Continue with the implementation of the CCCs • Provide release time via Super Specials for teacher teams to plan collaboratively • Utilize CTLS Teach for unit planning and lesson planning • Utilize CTLS Mini-Touchstone assessments to determine students' strengths and areas of growth in a collaborative setting • Determine priority standards for each unit based on CTLS and common assessment data 	<ul style="list-style-type: none"> • Collaborative team meeting minutes • Collaborative team meeting observations • Pacing guides • Unit plans • Lesson plans • Observations • TKES results 	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> • Meet weekly in grade level CCCs to collaboratively plan and design instruction and assessments. • Utilize the CCC data analysis and planning template/Collaborative team notes which includes answering the four questions. • Submit collaborative team notes to academic coaches and administration on a weekly basis. • Upload Collaborative team notes into One Drive each week for EIP, ESOL, and Special Ed to use for planning purposes. • Conduct monthly vertical collaborative meetings to analyze school wide data in content areas. • Utilize Teacher Training and mentoring program to support beginning teachers. 	<ul style="list-style-type: none"> • Collaborative team meeting minutes • Collaborative team meeting observations 	N/A

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"> Utilize CTLS Assess Touchstone assessments for reading and math. Kindergarten and 1st grade will use CTLS for phonics assessments as a part of the Early Literacy Initiative Participate in district phonics SKYPE meetings (academic coach and principal) 5th grade will use CTLS for social studies and science Participate in data dialogue after each Mini—Touchstone to analyze data, set goals, determine instructional strategies, and adjust instruction. Develop and/or revise collaboratively designed common formal assessments in all content areas for instructional adjustments. Meet weekly in collaborative teams to plan and adjust instruction based on student assessment results. 	Reports in CTLS ASSESS, generated by teacher	N/A
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> Analyze RI and MI data to determine instructional levels, create student groups, set learning goals, and plan differentiated lessons based on students' needs. 	<ul style="list-style-type: none"> RI and MI data Running records Touchstones 	2018 End of Year Reading Inventory Results 51% of 2 nd grade scoring Basic and/or above. 70% of 3 rd grade scoring Basic and/or above. 61% of 4 th grade scoring Basic and/or above. 67% of 5 th grade scoring Basic and/or above.



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> • Train teachers on Best Practices for Guided Reading using Next Steps by Jan Richardson • Implement Guided Reading with fidelity in all grade levels. • Implement Guided Math with fidelity in all grade levels. • Provide after school tutoring for below-level students in reading and math 	<ul style="list-style-type: none"> • CCRPI Data • Milestones Data • Touchstones 	<p>2017 CCRPI: 65.5</p> <p>2018 EOG ELA Results 17.72% of students in grade 3 scored an Achievement level of 3 or 4 27.4 % of students in grade 4 scored an Achievement level of 3 or 4 27.85% of students in grade 5 scored an Achievement level of 3 or 4</p> <p>2018 EOG Math Results 33.97% of students in grade 3 scored an Achievement level of 3 or 4 26.37% of students in grade 4 scored an Achievement level of 3 or 4 19.38 % of students in grade 5 scored an Achievement level of 3 or 4</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: (Due September 1)
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"> • Advertise to increase parent participation on surveys in newsletters, call/test outs, School App, and website. • Increase parent involvement in PTA by promoting events that provide monthly opportunities for families to learn and play together, such as Curriculum Nights, dances, and festivals • Increase the number of volunteer opportunities for parents, such as serving on the PTA board, PTA committees, School Council, Title I planning team, STEAM vertical team, classroom help, and Book Fair 	<ul style="list-style-type: none"> • GA Climate Survey data • Sign-In Sheets (parent attendance) • Sign-In Sheets (parent attendance) 	Level 2 from the 2017 School Climate Star Rating. Parent Participation increased on PTA, surveys, and number of parents on school council

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	<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"> • Implement quarterly Curriculum Nights that preview upcoming grade level standards and social emotional skills. • Implement Americana 101, a monthly course for Hispanic parents to learn about school policies and procedures, helping with homework tips, technology, and school communication tools. • Utilize student agendas and Class DoJo to communicate about classwork, homework, grades, and behavior. • Continue to provide Valuable Volunteer training 	<ul style="list-style-type: none"> • Sign-In sheets (parent attendance) • Sign-In Sheets (parent attendance) • DoJo usage reports • Sign-In Sheets (parent attendance) 	
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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)
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<ul style="list-style-type: none"> • Schedule and provide professional learning to address leadership skills, standards, and research based best practices, and school initiatives. • Allow teachers to serve in leadership roles as team leaders, vertical team leaders and as extra-curricular activities sponsors • Incorporate quarterly collaborative planning days with support personnel such as academic coaches • Highlight best practices and outstanding teacher actions at staff meetings and at CCC meetings • Allow staff to participate in district leadership academics, innovation academies, and endorsement programs • Provide opportunities for teachers to attend professional learning activities outside of the district. 	<ul style="list-style-type: none"> • TKES Self-Assessment • Professional Goals • Endorsements • Certifications 	<p>N/A</p>
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"> • Utilize the TKES professional learning modules for teachers scoring ratings of 1 or 2 on evaluations • Provide differentiated professional learning for each of the ten standards based on evaluation ratings • Observe lessons and provide feedback • Conduct teacher/evaluator conferences 	<ul style="list-style-type: none"> • TKES evaluations 	<p>N/A</p>