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

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<thead>
<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>Local School Key Actions: (List as many actions as needed in each box.)</th>
<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.* | • 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 | • Collaborative team meeting minutes  
• Collaborative team meeting observations  
• Pacing guides  
• Unit plans  
• Lesson plans  
• Observations  
• TKES results | N/A |
| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | | • 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. | • Collaborative team meeting minutes  
• Collaborative team meeting observations | N/A |
**Mableton Elementary 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. | • 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 formative 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 |
| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | • Analyze RI and MI data to determine instructional levels, create student groups, set learning goals, and plan differentiated lessons based on students’ needs. | • RI and MI data  
• Running records  
• Touchstones | 2018 End of Year Reading Inventory Results  
51% of 2nd grade scoring Basic and/or above.  
70% of 3rd grade scoring Basic and/or above.  
61% of 4th grade scoring Basic and/or above.  
67% of 5th grade scoring Basic and/or above. |
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## Increase percentage of students performing at grade level in reading and math.

- 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

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

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| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | • 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 | • 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 |

### 2017 CCRPI: 65.5
### 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

### 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
**Mableton Elementary 2018-2019 Strategic Plan**

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<tr>
<th>Board Goal 4: <strong>Recruit, hire, support and retain employees for the highest level of excellence.</strong></th>
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<th>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</th>
<th>• Implement quarterly Curriculum Nights that preview upcoming grade level standards and social emotional skills.</th>
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<th>• 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.</th>
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<th>• Utilize student agendas and Class DoJo to communicate about classwork, homework, grades, and behavior.</th>
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<th>• Continue to provide Valuable Volunteer training</th>
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<th>• Sign-In sheets (parent attendance)</th>
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<th>• Dolo usage reports</th>
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**Results of Key Actions from last year’s plan:**
(Due September 1)
### Make Cobb the best place to teach, lead, and learn.

#### Develop teacher leaders.
- 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 extracurricular 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.

#### Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.
- 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.

#### Support personnel
- TKES Self-Assessment
- Professional Goals
- Endorsements
- Certifications

#### N/A
- TKES evaluations