

Milford Elementary's 2018-2019 Strategic Plan

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>	<ol style="list-style-type: none"> 1. Collaborate weekly during curriculum planning meetings to unpack and plan instruction based on the scope and sequence provided by the district. 2. Collaborate weekly with academic coach to design and adjust instructional strategies to meet the needs of all students. 3. Conduct classroom walkthroughs with a focus on the "Academic Impact Checklist". 	<ol style="list-style-type: none"> 1. Collaborative team agendas 2. Lesson Plans 3. Academic Impact Checklist 	<ol style="list-style-type: none"> 1. Classroom instruction was implemented based off of a grade level's standards calendar developed in the CCC's. 2. Differentiated instruction was evident through lesson plans and classroom instruction. 3. Instructional time was maximized and best practices were evident in the majority of the classroom walkthroughs.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ol style="list-style-type: none"> 1. Conduct Data Team meetings to monitor student progress 2. Participate in curriculum CCC's to learn intervention strategies for students scoring below grade level 3. Implement flexible grouping for guided reading and guided math 	<ol style="list-style-type: none"> 1. Data wall data 2. Collaborative team notes 3. Classroom walkthrough feedback 	<ol style="list-style-type: none"> 1. Students made consistent gains in math and reading based on the common assessments discussed in weekly collaboration meetings. 2. The data meetings indicated that at least 76% of students met their goals in language arts and 81% met their goals in math.

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>	<ol style="list-style-type: none"> 1. Conduct monthly data team meetings to review common assessments created in CTLS. 2. Participate in assessment CCC's to discuss data and adjust instruction based on the data. 	<ol style="list-style-type: none"> 1. Assessment data from CTLS 2. Data team notebooks 	<ol style="list-style-type: none"> 1. Teachers were able to identify which students needed accelerated instructional activities and the students that needed remedial instructional activities. 2. Teachers were able to differentiate their instruction based on the assessment data.
	<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"> 1. Implement guided reading in every classroom 2. Implement Leveled Literacy Instruction for ELL students 3. Implement flexible grouping for guided reading and guided math 	<ol style="list-style-type: none"> 1. RI and MI data 2. Classroom walkthrough data using Academic Impact Checklist 	<ol style="list-style-type: none"> 1. Students made an average of 23% gain on the RI and a 32% gain on the MI. 2. Teachers received valuable feedback related to the Academic Impact Checklist.
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ol style="list-style-type: none"> 1. Conduct data team meetings to monitor student progress 2. Participate in curriculum CCC's to learn intervention strategies for students scoring below grade level 3. Provide tutorial services for students that fall below reading level 	<ol style="list-style-type: none"> 1. CCRPI data 2. Data wall 3. Tutoring assessments data 	<ol style="list-style-type: none"> 1. Students that needed remediation were identified through the data team process and supports were put in place for those students. 2. Teachers shared intervention strategies to be used in their classrooms 3. Students that attended tutoring at least 90% of the time made at least a 38% gain from the pre-test to the posttest.

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.</i>	<ol style="list-style-type: none"> 1. Use stakeholder survey input to increase involvement and student achievement 2. Use Title I Parent survey input to increase involvement and student achievement 3. Continue Involvement in monthly meetings with PTA to determine instructional use for fundraising money 4. School Council – continue involvement in Osborne Feeder Council 	<ol style="list-style-type: none"> 1. GA climate survey data 2. feedback from PTA meetings 3. school council notes 	<ol style="list-style-type: none"> 1. There has been an increase in stakeholder active involvement in the school. 2. The PTA budget was able to support many of the functions occurring at Milford. 3. The local school council has implemented uniforms in the school and the Osborne Feeder Council recognized a student and teacher of the year.
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ol style="list-style-type: none"> 1. Plaza de Comunitaria 2. Promote PTA events that provide opportunities for families to enjoy time together 3. NorthStar Psychological Services 	<ol style="list-style-type: none"> 1. feedback from participants 2. parent surveys 	<ol style="list-style-type: none"> 1. Over 60 parents have learned to read in English and have begun to grasp concepts of the English language. 2. The PTA hosted a variety of events that allowed families to spend time together. 3. Over 20 of our students have benefitted from the outside counseling services. Northstar worked collaboratively with parents and students to provide psychological services.



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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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	1. Participate in a book study of "What Great Teachers do Differently" by Todd Whitaker 2. Establish leadership roles in weekly CCC's 3. Identify a monthly teacher leader to present instructional strategies during a staff meeting	1. New Teacher Leader self-assessment 2. CCC meeting notes	N/A
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	Identify and examine standards in which teachers are in need of improvement through the pre-conference and self-reflection with teachers; use student data to adjust goals at mid-year conference	TKES and LKES Data	Teachers expressed that the professional learning opportunities that were attended during the year contributed to more success in their classroom instructional strategies.