

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) |
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| Simplify the foundation of teaching and learning to prepare for innovation. | <i>Ensure all teachers prioritize standards.</i> | <p>Complete all components of CCCs such as establish a mission and vision, determine collective commitments, and implement effective and functional CCCs.</p> <p>Provide training for prioritizing standards process.</p> <p>Prioritize standards during CCC meetings and plan instruction accordingly.</p> | <ul style="list-style-type: none"> • CCC Team Agendas • Grade Level Unit Plans • TKES results | |
| | <i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i> | <p>Provide initial presentation of District Implementation Plan including developing norms for staff meetings, assigning roles, and identifying processes for violation of norms.</p> <p>Provide teachers with 4 critical questions posters for CCC meetings.</p> <p>Collect documents from each CCC team stating norms, roles, processes for norm violations, and template for meeting agendas and minutes.</p> <p>Administrators will attend all afternoon CCC sessions to monitor team culture and progress toward the District Implementation Plan.</p> | <ul style="list-style-type: none"> • CCC Team Agendas and meeting minutes • Grade Level Unit Plans • Monitor lesson plans for small group instruction based on data | <ul style="list-style-type: none"> • PLC meetings conducted weekly |

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

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| Use data to make decisions. | <i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i> | Provide quarterly "Super Specials" to develop common assessments for upcoming quarter. Utilize CCC meetings to delve deeply into data and discuss both enrichment and remediation strategies. Designate a CTLS facilitator on each team to monitor and assist with CTLS process. | <ul style="list-style-type: none"> • Reports in CTLS ASSESS • Minutes from CCC meetings • CTLS usage report | <ul style="list-style-type: none"> • Touchstones ELA 3rd grade pretest = 15%. Same students posttest = 35% • Touchstones Math 3rd grade pretest = 13%. Same student posttest = 36% |
| | <i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i> | Require weekly CCC meetings to analyze data and determine next steps in instruction. Use results of formative assessments to form small flexible groups for instruction. | <ul style="list-style-type: none"> • Formative data gathered from CLTS • RI results • MI results • TKES observations and walk-throughs | <ul style="list-style-type: none"> • 50% of all classes met growth according to IR current performance level data |

Nickajack Elementary 2018-2019 Strategic Plan

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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"> • Use 20-day funds to provide tutoring in reading and math for students in 3rd and 5th grade. • Utilize READ 180 and System 44 for lowest performing students. • Use IXL (math program) to reinforce math instruction with independent practice. • Provide parents with quarterly standards and supporting resources for reading and math via teacher blogs and newsletters. • Facilitate teachers in analyzing Milestones data to determine areas of weakness and identify trends in reading and math data in grades 3-5. • Provide professional development for Number Talks to improve foundational math skills. | <ul style="list-style-type: none"> • Milestones data • RI/MI data • ACCESS data • IXL reports • Monitoring teacher blogs for standards • Walk- throughs and observations • Monitor student progress via spreadsheet based on data teams. • Lesson plan checks for Number Talks | <ul style="list-style-type: none"> • 3rd grade reading on or above grade level on the Milestones =74%. Of those students, 47% got a level 1 in writing • 4th grade reading on or above grade level on the Milestones =70%. Of those students, 48% got a level 1 in writing • 5th grade reading on or above grade level on the Milestones = 73%. Of those student, 33% failed writing. |
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

| <p><i>Superintendent's Priorities</i></p> | <p><i>District Initiatives</i></p> | <p>Local School Key Actions: (List as many actions as needed in each box.)</p> | <p>Measured by:</p> | <p>Results of Key Actions from last year's plan: (Due September 1)</p> |
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| <p>Make Cobb the best place to teach, lead, and learn.</p> | <p><i>Utilize stakeholder input to improve school processes.</i></p> | <ul style="list-style-type: none"> • Administration and teacher representatives will meet regularly with the School Counsel • Seek, analyze, and implement parent input through: conference week surveys, GA parent survey, School Counsel, PTA, and Foundation. • PBIS team will analyze GA student health survey data to determine areas of growth and strength based on student perceptions. • Communicate with parents through email blasts, Remind 101, weekly call-outs, blogs to inform and invite input. | <ul style="list-style-type: none"> • GA Climate Survey • Weekly call-out system • Conference week surveys | <ul style="list-style-type: none"> • |

Nickajack Elementary 2018-2019 Strategic Plan

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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"> • Continue the FBI dad program • PTA • Foundation • DLI parent group | <ul style="list-style-type: none"> • # attending each FBI program • Utilize comments from conference surveys to determine parent needs | <ul style="list-style-type: none"> • Multi-cultural night planned and implemented through PTA |
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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> | <ul style="list-style-type: none"> • Form a local guiding coalition to support and lead CCCs • Assign mentors to new teachers and teachers new to Nickajack Elementary • Meet monthly with building Leadership Team to discuss teacher needs and perceptions and develop a plan to address them via Professional Development • Provide opportunities for teachers to lead via key teams to include staff presentations | <ul style="list-style-type: none"> • Local new teacher monthly meetings with quarterly agendas • Minutes from Guiding Coalition Meetings • Minutes from monthly Leadership Meetings | <ul style="list-style-type: none"> • Met with leadership team monthly to develop school processes |



Nickajack Elementary 2018-2019 Strategic Plan

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| | <p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p> | <ul style="list-style-type: none">• Provide on-going District training on Lucy Calkins Units of Study (writing), identified as area of need by Leadership Team.• Training in Number Talks will be provided by Nickajack teacher who has presented at the District level | <ul style="list-style-type: none">• TKES evaluations (instructional strategies)• Lesson plans | <ul style="list-style-type: none">• PL provided by Rhonda Dye, TTIS, in CTLS ASSESS during monthly team meetings. |
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