



# Norton Park Elementary 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>	<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)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> <li>• Quarterly collaborative instructional development</li> <li>• Weekly instructional focus collaborative planning</li> <li>• Utilize CTLS Frameworks and prioritize standards K-5 within grade level and vertical teams</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Meeting Minutes</li> <li>• Lesson Plans &amp; Units</li> <li>• Observations</li> </ul>	<p>Instructional Collaboration for grade levels provided</p> <p>Weekly instructional focus planning conducted throughout the year.</p> <p>All grade levels utilized CTLS assessments for formative purposes.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> <li>• Implement CCC's to discuss/analyze data to inform instructional plans aligned with student needs.</li> <li>• Utilize common assessments/Touchstones consistently to identify differentiated groups/tasks</li> <li>• Utilize weekly CCC data meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Lesson Plans</li> <li>• Remediation Block</li> <li>• Observations</li> </ul>	<p>Weekly CCC Data Meetings conducted throughout the year with grade levels to discuss/analyze/plan utilizing math Touchstone data. K-6 implemented touchstones to drive their data teams meetings and instruction.</p>

## 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</b> <b>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>	<ul style="list-style-type: none"> <li>Analyze data from Early Literacy Initiative K-2</li> <li>Utilize full Touchstone as a common pre-assessment for each quarter</li> <li>Utilize mini Touchstone assessments as common formative assessments</li> <li>Differentiate instruction based on common assessments</li> </ul>	<ul style="list-style-type: none"> <li>CTLS Assess Reports</li> <li>Grade Level Remediation Plans (ELA/Math)</li> </ul>	<p>Early Literacy Cycles completed: Kindergarten – 13 1<sup>st</sup> Grade – 13</p> <p>All grade levels completed pre-assessment and mini-touchstones for all math standards.</p>
	<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"> <li>Evaluate MI/RI growth data 3 times a year</li> <li>Identify students to participate in Read 180 and System 44</li> <li>Quarterly Grade Level Remediation Plans</li> </ul>	<ul style="list-style-type: none"> <li>RI/MI Data</li> <li>Student Growth Goals</li> <li>Read 180/System 44 Data</li> </ul>	<p>Our Reading Inventory end of the year performance levels: Advanced – 9% Proficient – 29% Basic – 30% Below Basic – 32%</p> <p>Our Math Inventory end of the year performance levels: Advanced – 2% Proficient - 14% Basic – 37% Below Basic – 47%</p> <p>8 Students finished the year on READ 180. 46 Students completed System 44.</p>

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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"> <li>• Monthly professional development</li> <li>• Identify students on RTI and provide instructional strategies for students not meeting grade level standards</li> <li>• Increase number of students meeting their IEP objectives in reading and math</li> <li>• Identify bubble students in 4<sup>th</sup>, and 5<sup>th</sup> grades based on EOG scale scores and quantile levels</li> <li>• Identify bubble students in 3<sup>rd</sup> grade students based on Iowa achievement results</li> <li>• Support bubble students' reading goals with school-day tutoring.</li> <li>• Utilize REACH adoption, Imagine Learning, and Lexia to support ESL students</li> <li>• Continue to implement Number Talks</li> <li>• Continue to implement Guided Reading and Guided Math.</li> <li>• Provide enrichment opportunities for Gifted and talent development students</li> <li>• Identify and monitor potential retention students by tracking progress reports, RI/MI scores, report cards, and teacher assessments.</li> <li>• Utilize Additional Year procedures as established by the district.</li> <li>• Continue to implement Early Literacy Initiatives in grade K-2</li> <li>• Continue to implement Dual Language Immersion in grades K-2</li> <li>• Maintain Reduced Class models in order to support EIP students</li> </ul>	<ul style="list-style-type: none"> <li>• CCRPI Data</li> <li>• Grade Level Remediation Plans</li> <li>• Data from Online Resources             <ul style="list-style-type: none"> <li>- CTLs Assess</li> <li>- SAM</li> <li>- Imagine Learning</li> <li>- Lexia</li> </ul> </li> <li>• EIP Exit Rates</li> </ul>	<p>Our CCRPI for 2017 is 69.2, an increase from the 61.1 from 2016.</p> <p>2017 CCRPI Score: 69.2          Achievement Points: 24.5          Progress Points: 35.9          Achievement Gap Points: 8.3          Challenge Points: 0.5</p> <p>Bubble students identified by Milestone data for 4<sup>th</sup> and 5<sup>th</sup> grade.          Bubble students identified by IOWA for 3<sup>rd</sup> grade.</p> <p>Last year we had Dual Immersion classes in both Kindergarten and 1<sup>st</sup> grade.</p>
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<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</b> <b>of Key Actions from last year's plan:</b> (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"> <li>• Seek input from School Council, BLT, Foundation, PTA, and Partners in Education</li> <li>• Analyze Georgia Climate Survey</li> <li>• Increase family engagement through consistent communication and active involvement</li> <li>• Key Teams to empower staff to provide/plan for initiatives and traditions that positively engage our school community</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Meeting Minutes</li> <li>• Event Sign-In Sheets</li> <li>• GA Climate Survey Data</li> </ul>	<p>School Council established and met throughout the year.</p> <p>Key teams formed and meetings scheduled.</p>
	<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"> <li>• Schedule regular meetings for School Council, BLT, Foundation, PTA, and Partners in Ed.</li> <li>• Provide parent workshops to address parent needs and academic focus</li> <li>• Quarterly Coffee Talks with the Principal</li> <li>• Continue Atlanta Food Bank and Cumberland Community Church Pantry to meet family needs</li> <li>• Continue Parent English Classes for non-native English speakers</li> <li>• Parent Spanish classes and monthly parent engagement classes to support families in our DLI program.</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign In Sheets</li> </ul>	<p>Master calendar developed for staff at the beginning of the year with BLT, Key Teams, PLCs and additional trainings. Implemented again this year.</p> <p>Parent University conducted three times (Writing, Reading, Math). Other parent nights included: Literacy Night, Science Night, Math Night, Muffins with Mom, and Donuts with Dad.</p> <p>Parent Spanish classes offered at the school for interested parents.</p>



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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>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> <b>of Key Actions from last year's plan:</b> (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> <li>• Lead professional development for colleagues and through district PL days (EdCamp)</li> <li>• Grade level Leadership Roles: Technology, Data, RTI, Fundraising, Fieldtrips, and CCC Content Leaders (ELA/Math/Sc/SS)</li> <li>• New Teacher Academy and Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheet</li> <li>• Agendas</li> <li>• Survey Data</li> </ul>	<p>Identified a need for specific grade level leadership roles within their PLCs. Implemented this year.</p> <p>New teachers supported with mentors and new teacher academy trainings every two weeks. Will implement again this year.</p>
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> <li>• Monitor formative and summative assessments in TKES/LKES platform</li> <li>• Develop action plan for improvement based on teacher needs</li> <li>• MIE Certification to develop TKES Standard 1,2,10</li> </ul>	<ul style="list-style-type: none"> <li>• TKES/LKES Evaluations</li> <li>• MIE Certifications</li> </ul>	<p>All TKES/LKES formative and summative completed throughout the year.</p> <p>Many of our teachers are becoming MIE certified as part of their TKES professional goal.</p>