

# Powder Springs 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>	Implement weekly mega planning sessions and quarterly collaborative planning during which teachers will collectively work with academic coach to identify priority standards based on student data.	Collaborative team agendas, unit plans, observations, and/or TKES results	<b>IP:</b> During the 2017-2018 school year, mega specials took place once a month. Teachers desired additional collaborative planning time and consistency in their weekly schedule. Mega specials was increased.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	Continue to model (with Guiding Coalition) and promote a CCC culture through collaboration where the CCC guiding questions are the driving force to the work.  Utilize a common agenda format which includes the 4 critical questions. Minutes will be saved in OneNote.	Collaborative team agendas, unit plans, observations, and/or notes	<b>IP:</b> During the 2017-2018 school year, we began fostering a PLC culture. Our teachers participated in a variety of PLCs throughout the school year. Collaborative meeting minutes are saved in OneNote.



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## 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>	<p>Utilize CTLS Assess to administer Touchstones quarterly in the content areas to determine students' strengths &amp; weaknesses.</p> <p>Analyze common formative assessments during weekly CCC meetings. Adjustments to instruction will be made based on student performance.</p>	Reports in CTLS ASSESS, generated by teacher or subject	<b>IP:</b> CTLS rolled out during the 2017-2018 school year at Powder Springs. Teachers gave assessments and used the data to drive their instruction.



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	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<p>Administer the RI three times per year.</p> <p>Utilize RI assessment results to drive instruction to meet individual needs of students.</p>	<p>Use RI and MI data</p>	<p><b>IP:</b> We administered the RI 3 times last school year. We saw an increase in RI scores in K-5. Our 2<sup>nd</sup> grade students made growth, but we noticed that many students began the year not ready for the RI or scored BR on the assessment. Our goal is to increase the number of 1<sup>st</sup> grade students scoring 49 on the FRA.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Spring 2017</td> <td style="padding: 5px;">Spring 2018</td> </tr> <tr> <td style="padding: 5px;">47.2%</td> <td style="padding: 5px;">49.8%</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Reading Inventory Lexile Percentile</b></td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Math Inventory Quantile Scores</b></td> </tr> <tr> <td style="padding: 5px;">Spring 2017</td> <td style="padding: 5px;">Spring 2018</td> </tr> <tr> <td style="padding: 5px;">36%</td> <td style="padding: 5px;">33.12%</td> </tr> </table>	Spring 2017	Spring 2018	47.2%	49.8%	<b>Reading Inventory Lexile Percentile</b>		<b>Math Inventory Quantile Scores</b>		Spring 2017	Spring 2018	36%	33.12%
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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Reorganize RTI Tier 2 &amp; Tier 3 interventions</p> <p>Utilize and monitor Istation &amp; Read 180/System 44</p> <p>Initiate Extended Day tutoring during school day</p> <p>Utilize Fastt Math and monitor Number Talks daily for 15 minutes, as well as the implementation of instructional frameworks to support flexible, guided math groups</p> <p>Develop Math Academic Vocabulary</p> <p>Improve and expand Academic Parent Teacher Teams/WIGS</p>	<p>Use CCRPI data</p>	<p><b>IP:</b> Last year was our first year with an RTI Tier 2 coordinator. The coordinator was able to organize and create a system for students in Tier 2 moving into tier 3.</p> <p><b>IP:</b> IStation was used with fidelity in K-5<sup>th</sup> grades. Teachers used students' strengths and weaknesses to drive instructional decisions. READ 180 and System 44 students made significant growth on the RI an EOG.</p> <p><b>IP:</b> Student received targeted tutoring during the school day to close gaps in reading and math which helped us to decrease the number of students scoring a Level 1.</p> <p><b>IP:</b> During 2017-2018, we utilized Fastt Math in first and second grades. Student improved their skills with basic computation.</p> <p><b>IP:</b> While reviewing our IOWA, RI, and EOG data we noticed weakness for our students across the board in vocabulary.</p> <p><b>IP:</b> WIGS is modeled after Academic Parent Teacher Teams. We will continue to host these sessions to help our students to improve their academic achievement.</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 of Key Actions from last year's plan:</b> ( <u>Due September 1</u> )
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Offer Parent Academy based on a parent needs survey</p> <p>Communicate through call outs, parent calendar, school marquee, and newsletters</p> <p>Improve and expand WIGS- Wonderfully Intentional Goal Setting</p> <p>Revisit shared commitments</p> <p>Provide an Arts Integration Showcase Day and Arts Exhibition Night</p> <p>Monitor and improve PBIS-Positive Behavior Support System</p>	<p>Use Georgia Climate Survey data</p>	<p>IP:</p>



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	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<p>Facilitate School Council meetings &amp; include students in PTA meetings (performances)</p> <p>Monitor and improve PBIS-Positive Behavior Support System</p> <p>Increase our Partners in Ed</p>	Collect data at local school	<p><b>IP:</b> During the 2017-2018 school year we learned many things about our students, as a result of studying behavior data. We implemented class meetings school wide. Our students need additional support with conflict resolution and social skills. As a result, during 2018-2019 will also implement Restorative Practices school wide with our students.</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>	Foster and improve leadership skills through a team of teacher leaders on the Powder Springs EKG (Educators Keeping Goals) Team.	Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan	<p><b>IP:</b> During the 2017-2018 school year, our EKG Team participated in professional learning sessions facilitated by administration. We began each meeting with a leadership activity and had discussions about the book <u>Leading by Doing</u>. As a result of reading this book and modeling, we are strengthening our PLC/CCC culture.</p>



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Utilize goal setting with teachers and work with them (and administrators) on an individual basis on areas/standards needing improvement</p> <p>Support teachers and admin. with feedback from walkthroughs and formative/summative evaluations</p> <p>Provide professional learning opportunities to teachers, as well as collaborative planning.</p> <p>Offer teacher-mentoring program for teachers with &lt; 3 years of experience.</p>	<p>Use results from TKES and LKES evaluations</p>	<p><b>IP:</b> Teachers set grade level goals in their PLC's during the 17-18 school year. They were able to sharpen their skills with collaboration and using data to drive instruction. Moving forward we will focus on power standards and vocabulary instruction school wide.</p> <p><b>IP:</b> We will continue to support new teachers with new teacher institute, mentors, and observing their peers. This was successful in 17-18, and teachers shared positive feedback.</p>
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