

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>	<ul style="list-style-type: none"> Grade levels will monitor standards and assessments weekly. Priority standards and supporting standards will be identified quarterly. Once a semester, members from each grade level will meet to align priority standards. 	(Use collaborative team agendas, unit plans, observations, and/or TKES results)	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> Administration will attend weekly CCC meetings to provide support and monitor data. Teams will create priority standards, learning targets, and matching assessment language to the language of the standard. 	(Use collaborative team agendas, unit plans, observations, and/or notes)	N/A

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>	<ul style="list-style-type: none"> Administration, with TTIS support, will provide CTLS training for all teachers Teams will create common assessments in writing and math during weekly meetings. Determine common grading practices at each grade level. Analyze results from common assessments during CCC meeting with evaluating administrator. 	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	n/a																																																																																																																											
	<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"> Teachers will administer RI/MI at least three times a year during the CCSD testing window. Grade levels will develop data tracking sheet, focused on RI/MI and Touchstones data. Lesson plans will document evidence of differentiation during the work sessions of ELA and Math instruction. 	<i>(Use RI and MI data)</i>	<p>Reading Inventory: Percentage of Students Scoring Proficient or Advanced*</p> <table style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th rowspan="3"></th> <th colspan="2">1st</th> <th colspan="2">2018</th> <th colspan="2">2nd</th> <th colspan="2">3rd</th> <th colspan="2">2019</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>72</td> <td>33.3</td> <td>141</td> <td>51.8</td> <td>152</td> <td>70.4</td> <td>42</td> <td>9.5</td> <td></td> <td></td> </tr> <tr> <td>Grade 2</td> <td>148</td> <td>50.7</td> <td>148</td> <td>73.6</td> <td>144</td> <td>91.7</td> <td>158</td> <td>53.2</td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>132</td> <td>80.3</td> <td>130</td> <td>89.2</td> <td>131</td> <td>95.4</td> <td>159</td> <td>74.2</td> <td></td> <td></td> </tr> <tr> <td>Grade 4</td> <td>161</td> <td>70.8</td> <td>157</td> <td>81.5</td> <td>161</td> <td>90.1</td> <td>138</td> <td>81.2</td> <td></td> <td></td> </tr> <tr> <td>Grade 5</td> <td>157</td> <td>83.4</td> <td>153</td> <td>90.2</td> <td>152</td> <td>94.1</td> <td>156</td> <td>77.6</td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: x-small; margin-top: 5px;">*n is the total number of students tested during that period. % is the percentage of those students scoring proficient or advanced on the reading inventory.</p> <p>Math Inventory: Percentage of Students Scoring Proficient or Advanced*</p> <table style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th rowspan="3"></th> <th colspan="2">1st</th> <th colspan="2">2018</th> <th colspan="2">3rd</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>145</td> <td>13.1%</td> <td>148</td> <td>60.1%</td> <td>152</td> <td>78.9%</td> </tr> <tr> <td>Grade 2</td> <td>147</td> <td>27.9%</td> <td>143</td> <td>44.1%</td> <td>145</td> <td>66.9%</td> </tr> <tr> <td>Grade 3</td> <td>132</td> <td>14.4%</td> <td>128</td> <td>17.2%</td> <td>129</td> <td>47.3%</td> </tr> <tr> <td>Grade 4</td> <td>158</td> <td>4.4%</td> <td>156</td> <td>24.4%</td> <td>157</td> <td>67.5%</td> </tr> <tr> <td>Grade 5</td> <td>155</td> <td>47.1%</td> <td>149</td> <td>62.4%</td> <td>152</td> <td>80.9%</td> </tr> </tbody> </table>		1st		2018		2nd		3rd		2019		n	%	n	%	n	%	n	%	n	%	Grade 1	72	33.3	141	51.8	152	70.4	42	9.5			Grade 2	148	50.7	148	73.6	144	91.7	158	53.2			Grade 3	132	80.3	130	89.2	131	95.4	159	74.2			Grade 4	161	70.8	157	81.5	161	90.1	138	81.2			Grade 5	157	83.4	153	90.2	152	94.1	156	77.6				1st		2018		3rd		n	%	n	%	n	%	Grade 1	145	13.1%	148	60.1%	152	78.9%	Grade 2	147	27.9%	143	44.1%	145	66.9%	Grade 3	132	14.4%	128	17.2%	129	47.3%	Grade 4	158	4.4%	156	24.4%	157	67.5%	Grade 5	155	47.1%	149	62.4%	152
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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"> Accelerated content instruction will be offered to eligible students in 4th & 5th grades for both ELA and Math content. READ 180 instruction will be offered to students reading below grade level, as identified by RI scores, to increase reading level. Provide tutoring in reading and math after school to identified students. All teachers will implement differentiation and guided group instruction to meet the needs of varied levels of students. 	<p><i>(Use CCRPI data)</i></p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th colspan="5" style="text-align: left;">CCRPI Components*</th> </tr> <tr> <th style="text-align: left;">School Year</th> <th style="text-align: center;">Achievement</th> <th style="text-align: center;">Progress</th> <th style="text-align: center;">Achievement Gap</th> <th style="text-align: center;">CCRPI Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">44</td> <td style="text-align: center;">32.3</td> <td style="text-align: center;">10</td> <td style="text-align: center;">89.1</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">45.3</td> <td style="text-align: center;">32.6</td> <td style="text-align: center;">10</td> <td style="text-align: center;">90.8</td> </tr> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">47.1</td> <td style="text-align: center;">36.9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">96.8</td> </tr> </tbody> </table>	CCRPI Components*					School Year	Achievement	Progress	Achievement Gap	CCRPI Score	2015	44	32.3	10	89.1	2016	45.3	32.6	10	90.8	2017	47.1	36.9	10	96.8
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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: (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"> School Council membership will include members from PTA and Foundation for more aligned input. Utilize Microsoft Forms to gather unofficial survey data from stakeholders. Incentivize parent participation in formal surveys to increase submissions 	<p><i>(Use GA Climate Survey data) GA Student Health Survey</i></p>	Star Climate Rating 4/5 (2017-2018)

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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ul style="list-style-type: none"> • STEAM showcase days will be announced for stakeholders to attend • Continue partnering with PTA and Tritt Tiger Foundation to cohost events (Food Truck Fridays, Tritt DASH, Open House, Meet and Greet, Meet the Principal) • Use the School Council to identify areas of parent training/information sessions to provide learning opportunities • Increase the use of twitter (feeding into the school website) to promote positive learning experiences and positive culture at Tritt. 	<p><i>(Collect data at local school)</i></p>	<p>N/a</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>	<p>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>
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<ul style="list-style-type: none"> • Increase teacher use of instructional technology following MIE training. • Specialist Teachers will lead a vertical team of teachers focused to result in increased STEAM instructional skills. • Select two teachers from the Building Leadership Team to attend Teacher Leader CCC training provided by the district and redeliver. • Administration will facilitate training to increase CCC leadership skills once a month to the Building Leadership Team. 	<p><i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i></p>	<p>N/a</p>

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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"> • Prioritize training needs based on last year's TKES data. • Use CCC rubrics to identify specific team support plans. • Provide training on workshop model instruction and differentiation to grade level teachers. • Create instructional coaching relationships through informal feedback from admin walks. 	<p><i>(Use results from TKES and LKES evaluations)</i></p>	<ul style="list-style-type: none"> • TKES Data from 2017-2018 <ul style="list-style-type: none"> ○ 5 Level 4s, 57 Level 3s ○ Standard 4 had highest number of level 2s
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