

## 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 collaborative communities with a focus on the process for prioritizing standards in Reading, Math, Writing, Social Studies and Science.	- <b>Weekly Collaboration Agendas</b> - <b>Unit Plans and Lesson Plans</b> - <b>List of standards with priorities marked by grade level.</b>	-New Actions
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	-Implement weekly collaborative communities to focus on student learning, data analysis, use of CTLS and to determine next steps for student growth in math and reading.  -Provide training and support with question #4. (ALP department will be presenting professional learning to help teachers focus on the students that have mastered the standards)  -Provide RTI training to support questions #3.	- <b>Weekly Collaboration Agendas</b> - <b>Unit Plans and Lesson Plans</b> - <b>Data from formative assessments created in CTLS</b> - <b>RI data and DRA Data</b> - <b>RTI data</b>	-Data collected from 2017-2018 collaboration agendas show 50% of our collaborative teams focused on the 4 questions consistently.

## 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>	<ul style="list-style-type: none"> <li>-Develop common formative assessment using CTLS during weekly collaboration.</li> <li>-Provide CTLS training and support through TTIS for teams not proficient</li> </ul>	<b>-Report from CTLS Assess by grade level, teacher and standard.</b>	
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	-Administer the RI and MI quarterly and use data to determine next steps with students.	<b>-RI and MI data -Collaborative Planning Agendas</b>	<p>-During the 2017-2018 school year Student growth was as follows from Fall to Spring Administration of the MI</p> <ul style="list-style-type: none"> <li>K-210 quantile points</li> <li>1<sup>st</sup>-190 quantile points</li> <li>2<sup>nd</sup>-195 quantile points</li> <li>3<sup>rd</sup>-240 quantile points</li> <li>4<sup>th</sup>-225 quantile points</li> <li>5<sup>th</sup> 170 quantile points</li> </ul> <p>During the 2017-2018 school year Student growth was as follows from the Fall to Spring Administration of the RI</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup>-171 Lexile Points</li> <li>4<sup>th</sup>-136 Lexile Points</li> <li>5<sup>th</sup>-144 Lexile Point</li> </ul>



# Green Acres Elementary School-2018-2019 Strategic Plan

	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p><u>READING</u></p> <ul style="list-style-type: none"> <li>-Consistently implement balanced literacy including guided reading based on reading level and skills needs.</li> <li>-Continue district phonics initiative in Kindergarten-2<sup>nd</sup> grade.</li> <li>-Provide balanced literacy professional learning.</li> <li>-Provide time for collaboration between classroom teachers, ESOL teachers and EIP teachers.</li> <li>-Implement Read 180 and System 44 for Identified special education students and 4<sup>th</sup> graders.</li> </ul> <p><u>MATH</u></p> <ul style="list-style-type: none"> <li>-Implement Number Talks Daily in all classrooms.</li> <li>-Implement Guided Math in all classrooms based on formative math data.</li> <li>-Provide Number Talks and guided math professional learning.</li> <li>-Math coach will model Number Talks and Guided Math</li> <li>-Provide opportunities for students to access math programs at home to strengthen skills. (First in Math)</li> </ul>	<ul style="list-style-type: none"> <li>-CCRPI Data</li> <li>-Phonics Data from CTLs Assess</li> <li>-Data from System 44 and Read 180</li> <li>-First in Math data</li> <li>-Lesson Plans</li> <li>-Academic Coach Log</li> </ul>	<p>-During the 2017-2018 school year students that participated in the Read 180 and System 44 Lab grew and average of 210 Lexile Points on the RI.</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)
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# Green Acres Elementary School-2018-2019 Strategic Plan

<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>-Analyze climate survey results to identify areas that need improvement.</p> <p>-Analyze surveys conducted at Title One Events.</p> <p>-Conduct Principal Coffee and Conversation events to gain stakeholder input for school improvement.</p>	<p><b>-GA Climate Survey</b></p> <p><b>-Data from Title One Surveys</b></p> <p><b>-Notes from Coffee and Conversation Events.</b></p>	<p>-Data has not been received from Climate Survey</p>
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>-Conduct monthly parent involvement workshops addressing academic standards and strategies for supporting students at home. Conduct these workshops at various times for better parent attendance.</p> <p>-Implement hours of operation for parent resource center to support parents with students at home. Promote and advertise the parent resource room at Open House, PTA meetings, Parent Workshops and Principal Coffees in order to increase usage.</p> <p>-Conduct parent English Classes to support parents in helping students in reading and math at home.</p>	<p><b>-Parent Sign in Sheets</b></p> <p><b>-Parent Surveys</b></p>	<p>-During the 2017-2018 school year, monthly parent workshops had an average of 24 parents in attendance.</p> <p>-Feedback from parent surveys reflected a need for English Classes and workshops at different times of the day.</p> <p>-During the 2017-2018 school year, the parent resource room was used daily by an average of 4-5 parents.</p>



# Green Acres Elementary School-2018-2019 Strategic Plan

**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>-Provide opportunities for teacher leaders to present and lead the staff during staff meetings and professional learning.</li> <li>-Conduct quarterly conferences with teachers to support their specific leadership goals.</li> </ul>	<ul style="list-style-type: none"> <li><b>-Agendas from professional learning</b></li> <li><b>-Notes from quarterly conferences</b></li> <li><b><i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i></b></li> </ul>	-New Actions
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> <li>-Align professional development according to TKES and LKES data from 2017-2018 to plan group and individual professional learning.</li> <li>-Professional development sessions for all teachers in the area of differentiation will be provided two times in grade level format.</li> <li>-Professional development will be offer to individuals and small groups in the area of instructional strategies and creating a positive learning environment.</li> </ul>	<b>-TKES and LKES results from 2017-2018</b>	<ul style="list-style-type: none"> <li>-TKES data from walkthroughs and observations indicated 80% of the staff need additional training and support in differentiation.</li> <li>-TKES data from walkthroughs and observations indicated some teachers need additional support in the area of instructional strategies and creating a positive learning environment.</li> </ul>