

## 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"> <li>• <b>Quarterly collaboration time for grade levels to prioritize standards and create common assessments.</b></li> <li>• <b>Weekly CCC meetings.</b></li> </ul>	<b>(Use collaborative team agendas, unit plans, observations, and/or TKES results)</b>	Due to several missed inclement weather days, difficulty getting subs, and other PL opportunities that had teachers out of the building, we did not have ample time to collaborate on this endeavor. Unlike other schools, McCall has 3 teams per grade level. Each team developed and utilized common assessments however we still strive to have more continuity for the grade levels.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> <li>• <b>Teachers will use common agenda/minutes template to ensure weekly meetings are based on all of the four critical questions.</b></li> <li>• <b>Teachers will specifically plan to extend students who have already acquired the skills being taught.</b></li> </ul>	<b>(Use collaborative team agendas, unit plans, observations, and/or notes)</b>	Each grade level met weekly for CCC's. PLC minutes were maintained in OneNote.

## 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>	<b>Touchstones minis will be mapped out so teachers know when to teach, assess, and analyze data using CTLS assess.</b>	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<b>The universal screener will be administered three times a year. Data will be analyzed in CCC following each administration.</b>	<i>(Use RI and MI data)</i>	

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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>• <b>Leveled Literacy Intervention will be used for students below grade level in reading.</b></li> <li>• <b>All students will receive multi-sensory phonics instruction by an Orton-Gillingham trained teacher.</b></li> <li>• <b>Extended day math tutoring.</b></li> </ul>	<p><i>(Use CCRPI data)</i></p>	<p>Students who were served for LLI tutoring made excellent progress. Unfortunately due to Title I funding we were not able to begin until the middle of November. It is recommended that LLI tutoring start at the beginning of the school year.</p> <p>Students received daily phonics instruction and phonemic awareness instruction. When compared to last school year kindergarten showed improvement. First grade did not. However intra grade level growth was seen for both grade levels. It should be noted that the first grade Reading Recovery was discontinued for this school year due to a lower number of teachers allotted.</p> <p>The number of first grade students on grade level increased by 44% and kindergarten increased by 37% on the GLOSS.</p>
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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>	<b>BLT will analyze Climate Survey results and develop key actions for the school.</b>	<i>(Use GA Climate Survey data)</i>	
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<b>Continue to promote the following parent engagement activities:</b> <ul style="list-style-type: none"> <li>• <b>Math Madness</b></li> <li>• <b>Literacy Night</b></li> <li>• <b>STEM Night</b></li> <li>• <b>International Night</b></li> </ul> <b>Continue to offer the following parent workshops:</b> <ul style="list-style-type: none"> <li>• <b>Understanding you child's report card</b></li> <li>• <b>Effective parent teacher conferences</b></li> <li>• <b>Today's math</b></li> <li>• <b>Supporting your child with reading</b></li> </ul>	<i>(Collect data at local school)</i>	



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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>	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)
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p><b>Provide varied leadership opportunities through Key teams, CCC's and Building Leadership Team.</b></p>	<p><i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i></p>	
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p><b>Administrative team will meet regularly to discuss trends in their TKES observations. This information will be used to inform the academic coach for the planning of professional learning for individuals and groups of teachers.</b></p>	<p><i>(Use results from TKES and LKES evaluations)</i></p>	