



Murdock ES 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>	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>	<ol style="list-style-type: none"> 1. Hold vertical team meetings for teachers to discuss prioritizing standards. September 11, 2018. 2. Priority standards will be shared at the building leadership meeting. 3. 3 Collaboration days will be scheduled throughout the year for teams for review and reflection of the prioritized standards. 	<ol style="list-style-type: none"> 1. Attendance at Vertical Team Meeting and document priority. 2. Approval of priority standards by building leadership team. 3. Attendance and meeting notes. 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ol style="list-style-type: none"> 1. Teachers will attend weekly collaborative team meetings based on the 4 critical questions. 2. 3 Collaboration days will be scheduled throughout the year for teams for reflection in each of these areas. 	<ol style="list-style-type: none"> 1. Submit weekly notes. 2. Attendance and meeting notes. 	<ol style="list-style-type: none"> 1. N/A 2. N/A

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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>	<ol style="list-style-type: none"> Teachers will utilize CTLS to develop common assessments. Teachers will use data generated by CTLS to drive instruction. 3 Collaboration days will be scheduled throughout the year for teams student progress monitoring and reflection. 	<ol style="list-style-type: none"> Records kept in CTLS assess. Lesson plans that reflect differentiation. Attendance and meeting notes. 	<ul style="list-style-type: none"> Data teams review Touchstones and results of common assessments. Differentiation in all subject areas is noted in all lesson plans in all grade levels
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ol style="list-style-type: none"> Use universal screeners to develop flexible grouping for remediation, on-level, and extension activities in Math and Reading. Provide additional instruction for at-risk reading students in third through fifth grade using Read 180 & System 44. 3 Collaboration days will be scheduled throughout the year for teams to analyze and reflect on this data. 	<ol style="list-style-type: none"> Data for Differentiation Form Measured by RI scores. Attendance and meeting notes. 	<ul style="list-style-type: none"> Guided reading are consistently noted in weekly lesson plans Average growth from 8/2017-4/2018 in Four READ 180/44 classes this year: 5th: 148 point increase 4th: 216 point increase 3rd: 169 point increase 3rd: 205 point increase The school is beginning to implement Ortan Gillingham instead of Max Scholar after further research. 8 teachers are attending Ortan Gillingham training for phonetics. Teachers monitor progress through DRA and running records
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ol style="list-style-type: none"> Teachers will complete the Data for Differentiation form. Gifted teachers will implement Talent Development to enrich students in 1st and 3rd. 	<ol style="list-style-type: none"> Use CCRPI data, and DRA, RI, MI, and IKAN/Gloss assessments Standardized testing scores (IOWA and CogAT) 	<ul style="list-style-type: none"> 4-5 grades have AC classes. Talent development provided by ALP teachers to K-3.



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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>	<ol style="list-style-type: none"> Administration will meet separately with our 3 volunteer organizations: MES Foundation, PTA, and School Council to seek advice and input to improve school processes. 	<ol style="list-style-type: none"> Use GA Climate Survey data and Meeting dates and agendas. 	<ul style="list-style-type: none"> Quarterly meetings for stakeholders (PTA, MESF, and School Council) Out of 758 families, Murdock had 960 participants
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ol style="list-style-type: none"> Keep parents informed through weekly classroom and school newsletter. Utilize digital platforms to communicate classroom activities and receive parental feedback in real time. Offer curriculum and student performance nights. Offer school community events such as International Night, RAD Dad events, Spring Fling, Science Fair, etc. 	<ol style="list-style-type: none"> Tracked by evaluating administrator. Listing of digital platforms used and parent subscribers. Dates on the school calendar. Dates on the school calendar 	<ol style="list-style-type: none"> N/A N/A N/A N/A



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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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ol style="list-style-type: none"> Teachers will be provided 1 on 1 Mentoring program with collaboration days Provide opportunities for teachers to present to school staff as well as, for the county in areas of expertise. 	<ol style="list-style-type: none"> Attendance and agendas. List of teacher presentations 	<ol style="list-style-type: none"> N/A N/A
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ol style="list-style-type: none"> Teachers pursue professional learning opportunities with some financial support provided by Murdock. We are implementing the Proof of Concept School TKES evaluation documents for our Student Growth Measure and our Professional Goals. 	<ol style="list-style-type: none"> Attendance at conferences and endorsement programs. County provided documentation forms. 	<ul style="list-style-type: none"> Teachers engaged in individual book study and faculty book study <u>Cultures Built to Last</u>. Meetings occurred once a month for both book studies. Attendance taken and reflections completed by members Training provided for Leader in Me, Touchstones , Conceptua Math, RTI, Phonics, autism training Teachers selected conferences to attend and redelivered to teams Ex. Greg Tang Math, Minds in Motion