

## 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>	<p>Conduct professional learning on Priority Standards/Supporting Standards</p> <p>Provide quarterly collaborative planning days for teachers to identify priority standards and create common assessments.</p> <p>Collaborate as vertical teams to identify standards students must master in order to be successful at the next grade level</p>	<p>Collaborative team agenda/minutes</p> <p>Priority Standard Organizer: identified standards, instructional strategies, pacing, assessments, and extensions</p>	In Progress
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Grade level teams, including support personnel, will meet weekly focusing on the 4 critical questions.</p> <p>Grade level teams, including support personnel, will meet twice quarterly with administration to analyze data points for specific student groups.</p>	Collaborative team agenda/minutes	(2017-2018) All teachers participated in a number of PLC's (grade level, Key Committees, Curriculum Content Teams) and meetings are documented in Office365.

## 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 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>Grade level teams will collaboratively utilize CTLs to design common formative assessments</p> <p>Grade level teams will analyze results of common assessments and Touchstones to identify mastery, need for remediation or extension</p>	<p>Priority standard organizer: common assessments</p> <p>Grade level data team minutes</p> <p>Lesson plans</p> <p>TKES Observations</p> <p>CTLs ASSESS reports</p>	During the 17-18 school year, teachers administered Touchstones quarterly and reviewed results with grade level teams to examine and analyze student progress and growth.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Generate and analyze assessment data regularly to ensure that teachers meet individual student learning needs and adjust instruction as needed.	<p>RI and MI data</p> <p>Data from common assessments used to measure mastery of priority standards</p>	<p>Results from 17 – 18 TKES Summative Assessments indicated that 98% of teachers at Vaughan received an overall level III or IV in <i>Assessment of and for Learning</i> which provided evidence of teachers delivering assessments and adjusting instruction based on assessment data.</p> <p>Additionally, teachers met with their grade level teams throughout the school year to examine student data, set SMART goals, and discuss strategies to adjust instruction:</p>

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*Increase percentage of students performing at grade level in reading and math.*

Provide differentiated and leveled reading support for students who read below grade level as measured by DRA and/or Lexile score.

Provide EIP support to all students performing below grade level in mathematics and reading.

Monitor individual student reading progress through running records and RI, adjusting instructional strategies as needed in grades K-2.

Monitor individual student math progress through Touchstones, adjusting instructional strategies as needed in grades K-2.

Implement after school tutoring program in reading and math for grades 3- 5.

Hire a certified tutor who provides remediated reading and math instruction to students in grades 3-5.

Implement READ 180 and Systems 44 lab.

Incorporate the use of Number Talk strategies in all grade levels to provide students with essential computing skills.

Provide Talent Development/Math Enrichment for grades 3-5 through the use of Hands of Equations.

DRA  
EOG  
RI  
Touchstones  
IOWA  
Ongoing Formative classroom assessments,  
Common grade level Priority Std. Assessments MI (17-18)

Certified tutors worked with students during school hours throughout the month of March. Extended day tutors worked with students after school beginning February 5th and ending on March 29th.

**Lexile Results:**

Milestones Reading At or Above Grade Level			
Year	16	17	18
3rd	91.9	92.3	88.3
4th	86.7	87.8	82.9
5th	92.8	88.4	91
AVG	90.5	89.5	87.4

**RI Results:**

Reading Inventory Spring 2018 School-wide Proficiency		
	16	17
Advanced	37	41
Proficient	40	38
Basic	18	13
Below Basic	6	8

**EOG Math Results:**

Milestones Math Achievement: Percent Proficient in Levels III & IV			
Year	16	17	18
3rd	69.1	65.4	69.6
4th	61.2	74.1	63.8
5th	66.4	57.2	64.5
AVG	65.6	65.6	65.9

**MI Results**

Math Inventory Spring 2018 School-wide Proficiency		
	16	17
Advanced	25	9
Proficient	45	54
Basic	22	25
Below Basic	8	11



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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)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Analyze results from GA climate parent, staff, and student surveys. Specifically, we will monitor the following items from the Teaching and Assessment:</p> <ul style="list-style-type: none"> <li>• I am involved in the decision making process at my student's school. (parent- 39% selected Strongly Agree)</li> <li>• Students at my school would help another student who was being bullied. (staff - 41% selected Strongly Agree)</li> <li>• I feel like I do well in school. (student – 32% selected Always )</li> </ul> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Conduct parent surveys through PTSA, Foundation and School council</li> <li>• School counselors will implement training on bullying in classroom guidance lessons.</li> <li>• Recognize student success. Ex: Write Ingredient writing showcase, Super Student celebration and brag tags, Terrific Kids, attendance brag tags, golden rockets, red tickets (PBIS).</li> <li>• Implement new Student Wellness Committee which will work collaboratively with teacher leaders, student leaders, community members and parent volunteers to improve the overall sense of wellbeing for our students.</li> </ul>	GA Climate Survey Data	In Progress



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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>	<p>Work collaboratively with the PTSA, Foundation and School Council to offer family events throughout the school year.</p> <p>Plan and implement curriculum family and community nights sponsored by the Vaughan staff such as Math night, &amp; STEM night</p>	<p>GA Climate Survey Data</p>	<p>Below are family and community events that occurred during the 2017-2018 school year:</p> <ul style="list-style-type: none"> <li>School Council Meetings</li> <li>Foundation meetings</li> <li>PTSA General Meetings</li> <li>Fall Festival</li> <li>STEM Night</li> <li>Publix Math Night</li> <li>Reindeer Run</li> <li>Spirit Nights at Local Restaurants</li> </ul> <p>Additionally, after school clubs met weekly, and parents volunteered to help with the PALS reading program to help students with reading fluency and comprehension</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)
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>The Vaughan Guiding Coalition, comprised of administration and teacher leaders, will continue to meet monthly to discuss school wide initiatives, leadership opportunities, and district leadership opportunities.</p> <p>Teacher leaders will be invited to attend professional learning opportunities to network and learn of new strategies and programs.</p> <p>Teacher leaders will have opportunities to conduct professional learning for peers.</p> <p>Teacher leaders will have opportunities to lead various committees and programs throughout the school year.</p>	<p>Professional Development Plan, Surveys</p>	<p>N/A</p>
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Upon completion of the Self-Assessment for TKES, teachers and teams will be given the opportunity to complete a “needs assessment” for professional learning.</p> <p>District content leaders will provide monthly professional learning for each grade level on Units of Study.</p> <p>The TTIS will provide staff with an opportunity to complete the Microsoft Innovative Educator certification (optional). Additionally she will provide training throughout the school year on SMART, CTLS, SeeSaw, and Office 365.</p>	<p>TKES Data</p>	<p>N/A</p>