Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<table>
<thead>
<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>Local School Key Actions: (List as many actions as needed in each box.)</th>
<th>Measured by:</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
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</table>
| Simplify the foundation of teaching and learning to prepare for innovation. | **Ensure all teachers prioritize standards.** | - Identify priority standards within collaborative team meetings  
- Work to develop and utilize common assessments based on grade level priority standards. | Weekly collaborative team agendas, unit plans, observations, SGM data, and/or TKES feedback |  |
| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | | - Provide support for expectations and provide common agenda to be utilized for weekly meetings with 4 critical questions noted.  
- Communicate expectations for meeting purpose.  
- Designate and protect time each week for collaborative team meetings. | Weekly collaborative team agendas uploaded into OneNote, unit plans, observations. | Grade level meeting minutes housed in the Ford ES One Drive. |
## Ford Elementary School 2018-2019 Strategic Plan

### Board Goal 2: *Differentiate resources for students based on needs.*

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| Use data to make decisions. | Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas. | - Conduct training and provide support for using CTLS.  
- Work to develop common formative assessments.  
- Administer touchstones in reading and math.  
- Analyze data by standard and discuss results, plan of action as part of the collaborative team meetings. | Formative classroom reports from CTLS ASSESS generated by teacher or subject, Collaborative Team Meeting minutes, teacher lesson plans, and observations | CTLS results in CTLS Assess and evidence of collaboration to adjust instruction in meeting minutes. |
|                            | Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | - Administer the RI according to the CCSD guidelines.  
- Use the reports feature in the Universal Screener to collect information regarding student achievement to analyze student strengths and areas for growth. | RI data, created reports, Collaborative team Meeting minutes, lesson plans, and observations | Team Meeting minutes in One Drive for the 17-18 school year.  
2017-2018 TKES Evaluation comments. |
### Ford Elementary School 2018-2019 Strategic Plan

| Increase percentage of students performing at grade level in reading and math. | - Continue RTI strategies for students performing below grade level.  
- Monitor student achievement through running records adjusting instructional strategies as needed  
- Implement after school tutoring programs for students in grades 3-5  
- Implement Read 180 and System 44  
- Incorporate the use of number talk strategies in all grade levels  
- Implement the model drawing strategy for problem solving to develop consistent language.  
- Follow AC curriculum for qualifying students in grades 4-5. | CCRPI Data, RI, Touchstones data, EOG scores, DRA, System 44/Read 180 information, common grade level assessments. | Students in grade 3 ELA increased the median Lexile by 5 points on the EOG. Students in Grade 4 increased the level of proficient by 4.4% and increased the mean Lexile by 40 points on the EOG. Students in grade 5 increased the percentage of proficient on ELA EOG by 1.9%. |

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**Board Goal 3:** *Develop stakeholder involvement to promote student success.*

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<th>Measured by: Surveys and meeting minutes from School Council and Ford Foundation.</th>
<th>Results of Key Actions from last year’s plan: (Due September 1) Meeting minutes posted on the Ford ES website for School Council and Ford Foundation.</th>
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</table>
| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | - Review parent and staff results to help make decisions.  
- Seek parent/partner input from PTSA, Ford Foundation, School Council, and Partners in Education.  
- Provide opportunities for parents and community members to support through different initiatives | Surveys and meeting minutes posted on the Ford ES website for School Council and Ford Foundation. |  

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- **Board Goal 3:** *Develop stakeholder involvement to promote student success.*

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- **Superintendent’s Priorities:** Make Cobb the best place to teach, lead, and learn.

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- **District Initiatives:** Utilize stakeholder input to improve school processes.

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<td>- Seek parent/partner input from PTSA, Ford Foundation, School Council, and Partners in Education.</td>
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### Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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<th>Results of Key Actions from last year’s plan: [Due September 1]</th>
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</table>
| Make Cobb the best place to teach, lead, and learn. | Develop teacher leaders.             | - Support teachers working to seek leadership degrees and certifications.  
- Offer opportunities to be part of planning and decision making when appropriate.  
- Provide opportunities for staff members to lead staff development.  
- Provide teachers opportunities to attend professional learning.  
- Increase the number of opportunities for teachers to observe teacher peers. | Staff Meeting Agendas, TKES self-assessments and TKES professional goals. | |
| Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. | - CCC training with a focus on intentional planning of instructional strategies  
- Observe and communicate feedback to ensure they meet the requirements for TKES and LKES standards | TKES and LKES standards, Collaborative Team Meeting minutes |