



# Hayes Elementary School 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>	<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>	<ul style="list-style-type: none"> <li>• Administration will review the process with teachers for prioritizing standards with each collaborative team using the resources from Solution Tree</li> <li>• Provide release time for teachers to collaborate on the prioritization of standards</li> <li>• Administration and teachers will review standards quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative team agendas and minutes</li> <li>• Lesson plans</li> <li>• Walkthroughs and observations</li> <li>• Documents with prioritized standards</li> </ul>	
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> <li>• Provide collaborative planning time for general education and special education teachers</li> <li>• Establish a school-wide collaborative meeting day (Tuesday) and protect this meeting time</li> <li>• Principal will re-train staff on the collaborative meeting protocols with deeper focus on the 4 critical questions</li> <li>• Teachers will meet weekly on the designated day using the established norms and agenda</li> <li>• Administration will attend collaborative meetings twice a month</li> <li>• Administration will review minutes and offer input and feedback to teams</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative team agendas and minutes</li> <li>• Lesson plans</li> <li>• Walkthroughs and observations</li> </ul>	



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

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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>• Ensure that all staff have full access and knowledge of CTLS resources</li> <li>• Involve district trainers in providing CTLS support for all teachers</li> <li>• Provide collaborative planning time for general education and special education teachers to develop common assessments and analyze student data</li> <li>• Establish CTLS as the priority resource for instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reports in CTLS ASSESS</li> <li>• Collaborative team agendas and minutes</li> <li>• Sign-in sheets from training</li> </ul>	

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	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<ul style="list-style-type: none"> <li>• Coordinate assessment schedule to ensure RI/MI administration</li> <li>• Utilize Workshop Model to provide differentiated, small group instruction</li> <li>• Analyze data in collaborative meetings</li> <li>• Implement school-wide intervention time</li> </ul>	<ul style="list-style-type: none"> <li>• RI and MI data</li> </ul>	<ul style="list-style-type: none"> <li>• The RI data shows that in grades 2 – 5, there was a 11.4% decrease in the percentage of students scoring in the Below Basic and Basic categories from the fall to spring administrations; there was a 15.4% increase in the percentage of students scoring in the Proficient and Advanced categories.</li> <li>• The MI data shows that in grades K – 5, there was a 25.6% decrease in the percentage of students scoring in the Below Basic and Basic categories from the fall to spring administrations; there was a 16.5% increase in the percentage of students scoring in the Proficient and Advanced categories.</li> </ul>
	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> <li>• Utilize Workshop Model to provide differentiated, small group instruction</li> <li>• Analyze data in collaborative meetings</li> <li>• Implement school-wide intervention time</li> </ul>	<ul style="list-style-type: none"> <li>• CCRPI data</li> </ul>	<ul style="list-style-type: none"> <li>• The CCRPI data for reading shows a 4.8% decrease in the percentage of students scoring in Levels 1 &amp; 2 and a 4.8% increase for levels 3 &amp; 4; the CCRPI data for math shows no growth.</li> </ul>

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



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Superintendent's Priorities	District Initiatives	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>	<ul style="list-style-type: none"> <li>• Offer resources to parents via the Parent Resource room to ensure student success</li> <li>• Plan academic activities night/weekend to accommodate parent availability, i.e., Math and Literacy Nights</li> <li>• Provide Leader in Me parent classes to build home school connection</li> </ul>	<ul style="list-style-type: none"> <li>• GA Climate Survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Increased literacy and math resources offered in the Parent Resource Room and during the Summer Reading Program</li> <li>• Alternate monthly events to include during the school day and night time activities</li> <li>• Alternate Leader in Me class time offerings to include during the school day and evening times</li> </ul>
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ul style="list-style-type: none"> <li>• See Title I Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Collect local data at school</li> </ul>	<ul style="list-style-type: none"> <li>• Offered Math Night during first quarter per parent request</li> <li>• Established multiple forms of communication to enhance communication and parent involvement</li> <li>• Purchased web-based reading software for at-home reading support</li> </ul>

Board Goal 4: **Recruit, hire, support and retain employees for the highest level of excellence.**



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Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> <li>• Build leadership capacity on the Building Leadership Team with monthly leadership development lesson from principal</li> <li>• Provide release time for teacher leaders to participate in leadership academies</li> <li>• Establish goals and objectives for each leader to accomplish by the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Leader Self-Assessment</li> </ul>	
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> <li>• Examine TKES results and provide leadership opportunities for teachers with level 3 or 4 evaluation performance</li> <li>• Provide Professional Learning Plans (Remediation) for teachers with level 1 or 2 evaluation performance</li> </ul>	<ul style="list-style-type: none"> <li>• TKES and LKES evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Created personalized professional learning goals based on TKES</li> <li>• Paired teachers in need of remediation with model teachers for peer observations and mentoring</li> </ul>