# Russell Elementary School’s 2018-2019 Strategic Plan

## 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. | -Continue to have weekly Cobb Collaborative Community (CCC) and grade level meetings that allow teachers to have a designated time to prioritize standards.  
-Utilize CTLS TEACH, CTLS ASSESS, and Milestone content weights to prioritize standards.  
-Create common formative and common summative assessments on priority standards.  
-Monitor lesson plans and CCC meetings to ensure teachers are following the Teaching and Learning Frameworks. | Use collaborative team agendas, lesson plans, observations, and/or TKES results | N/A |
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| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | -Continue to conduct weekly CCC grade level meetings that focus on the 4 critical questions in order to drive instruction through accelerated and enriched instruction.  
-Create lesson plans on OneNote (multi-user collaboration platform) as a means of collaboration through vertical alignment.  
-Meet twice every nine weeks as a collaborative community (administrators, coaches, and grade level teachers) to analyze two math priority standards. Each standard will be analyzed through the 6-step process with a focus on the 4 critical questions. | Use collaborative team agendas, lesson plans, observations, and/or notes | N/A |

### 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. | -Create grade level math assessment guides to map out the administration of Math Touchstones in order to ensure high levels of learning for all students.  
-Deliver and analyze CTLS Touchstones and formative assessments in order to differentiate instructional activities in all core content areas.  
-Utilize WriteScore and ELA CTLS ASSESS results to provide scaffolding and individualized instruction. | Use reports in CTLS ASSESS, generated by teacher or subject | N/A |
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<table>
<thead>
<tr>
<th>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</th>
<th>Continue to utilize RI and MI results to differentiate reading and math lessons, effectively group students for guided reading and guided math, and drive instruction.</th>
<th>Use RI and MI data</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Deliver and analyze RI and MI data as a CCC to develop a plan of action to move students from one level (Below Basic, Basic, Proficient, and Advanced) to the next.</td>
<td></td>
<td>RI – Proficiency and Advance</td>
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<tr>
<td>-Utilize the MI as a focal point for Number Talks.</td>
<td></td>
<td>1st Grade – 46.8%</td>
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<td></td>
<td></td>
<td>2nd Grade – 47.8%</td>
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<tr>
<td></td>
<td></td>
<td>3rd Grade – 43.7%</td>
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<tr>
<td></td>
<td></td>
<td>4th Grade – 47.5%</td>
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<tr>
<td></td>
<td></td>
<td>5th Grade – 54.5%</td>
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<tr>
<td></td>
<td></td>
<td>MI – Proficiency and Advance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kindergarten – 56.9%</td>
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<tr>
<td></td>
<td></td>
<td>1st Grade – 58%</td>
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<tr>
<td></td>
<td></td>
<td>2nd Grade – 37.5%</td>
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<td></td>
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<td>3rd Grade – 12%</td>
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<tr>
<td></td>
<td></td>
<td>4th Grade – 31.4%</td>
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<td></td>
<td></td>
<td>5th Grade – 34.5%</td>
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| Increase percentage of students performing at grade level in reading and math. | -Collaborate with the Office of Accountability (Dr. Kattoula) to present, share, and analyze EOG data and highlight next steps.  
-Continue to utilize READ180 and System 44 in 3rd, 4th, and 5th grade classes in an effort to close the gap in phonics, reading comprehension, academic vocabulary, and writing.  
-Implement the WriteScore (reading portion) assessment and lessons to increase student’s Lexile scores  
-Continue to utilize Running Records and DRAs in order to differentiate instruction in guided reading groups.  
-Implement XtraMath to increase math fact fluency.  
-Continue to provide additional support for grades K-2 with school day tutors.  
-Continue to offer Saturday reading and math tutoring opportunities for all learners in grades 3-5.  
-Use IKań/Gloss as an RTI math intervention strategy to address and increase student proficiency in numeracy. | Use CCRPI data |  

### Board Goal 3: *Develop stakeholder involvement to promote student success.*
# Russell Elementary School’s 2018-2019 Strategic Plan

| 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. | Utilize stakeholder input to improve school processes. | -Continue to increase the number of survey participants by providing Ipads, Computer Labs, and laptops for parents during the school day and Assessment Nights.  
-Provide opportunities for all stakeholders to give input through CCCs (PBIS, Building Leadership Team, Guided Coalition, CTLS, RTI, School Culture, and Grade Levels), School Council, and Student Council.  
-Share the School Climate Survey with the faculty, parents and student (student portion) in order to improve school processes.  
-Increase the awareness of the school processes with Partners in Education, business owners, and the surrounding community through social media, school website, and participation in school events. | Use GA Climate Survey data | -Russell’s School Climate rating increased from a 3 in 2016 to a 4 in 2017. |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | -Continue to provide additional support with the RTI process by assigning a grade level facilitator and support staff in monthly Tier 2 meetings.  

-Continue to provide 3 Assessment Nights on RI, MI, XtraMath, and EOG results to assist parents in understanding students’ academic progress.  

-Increase our home-school connection by providing reading and math resources that will support learning at home.  

-Increase the number of Parent Resource Room visitors and parent volunteers through the utilization of the Parent Liaison.  

-Offer academic support for parents through parental academic sessions.  

-Continue Dual Immersion Nights to share information and provide about the program.  

-Hold a Parent Night for ESOL families to present and explain the ACCESS test and their student’s previous ACCESS scores.  

-Continue with our annual International Night celebration with the involvement of families and the community to celebrate the different cultures.  

-Continue with various parental activities (Donuts for Dads, Muffins for Moms, Fall Festival, Spring Fling, Beautification Day, Dad’s Club, Mom’s Club, musical performances, PE Night, and Relay 4 Life).  

-Continue to utilize social media (Facebook and Twitter) to enhance parental involvement and keep parents/families abreast of school programs, practices, and happenings. | Collect data at local school | -Increase parents and students participation in PTA and school wide events  

-Parents who participated in Assessment nights were more knowledgeable of their child’s academic progress and able to assist their child through the implementation of reading and math strategies.  

-Parents received reading, math, and PBIS information/training throughout the school year. |
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| Make Cobb the best place to teach, lead, and learn. | Develop teacher leaders. | -Provide opportunities for teachers to learn and grow into leaders through: CCC facilitators in each grade level for the following key teams (RTI, PBIS, School Culture, CTLS, International Night, Relay 4 Life, and Media/Counselor), Guided Coalition, Leadership Team, Leadership Book Study, and Mentoring Program.  
   -Teachers’ input (SIP, SSP, PBIS, School Resources, etc.).  
   -Provide opportunities for teachers to attend professional conferences and redeliver information to staff.  
   -Continue to promote Cobb County leadership academies. | Use new Teacher Leader Self-Assessment Survey | N/A |
| Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. | -Provide professional learning needs based on professional learning goals.  
-Provide additional assistance (EIP teacher, Target Teacher, ESOL, and Coaches).  
-Meet with teachers monthly to discuss data, professional learning goals and resources needed to meet the needs of the students. | Use results from TKES and LKES evaluations | N/A |