



Norton Park Elementary 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>	<ul style="list-style-type: none"> Quarterly collaborative instructional development Weekly instructional focus collaborative planning Utilize CTLS Frameworks and prioritize standards K-5 within grade level and vertical teams 	<ul style="list-style-type: none"> Agendas Meeting Minutes Lesson Plans & Units Observations 	<p>Instructional Collaboration for grade levels provided</p> <p>Weekly instructional focus planning conducted throughout the year.</p> <p>All grade levels utilized CTLS assessments for formative purposes.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> Implement CCC's to discuss/analyze data to inform instructional plans aligned with student needs. Utilize common assessments/Touchstones consistently to identify differentiated groups/tasks Utilize weekly CCC data meetings 	<ul style="list-style-type: none"> Agendas Lesson Plans Remediation Block Observations 	<p>Weekly CCC Data Meetings conducted throughout the year with grade levels to discuss/analyze/plan utilizing math Touchstone data. K-6 implemented touchstones to drive their data teams meetings and instruction.</p>

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>	<ul style="list-style-type: none"> Analyze data from Early Literacy Initiative K-2 Utilize full Touchstone as a common pre-assessment for each quarter Utilize mini Touchstone assessments as common formative assessments Differentiate instruction based on common assessments 	<ul style="list-style-type: none"> CTLS Assess Reports Grade Level Remediation Plans (ELA/Math) 	<p>Early Literacy Cycles completed: Kindergarten – 13 1st Grade – 13</p> <p>All grade levels completed pre-assessment and mini-touchstones for all math standards.</p>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> Evaluate MI/RI growth data 3 times a year Identify students to participate in Read 180 and System 44 Quarterly Grade Level Remediation Plans 	<ul style="list-style-type: none"> RI/MI Data Student Growth Goals Read 180/System 44 Data 	<p>Our Reading Inventory end of the year performance levels: Advanced – 9% Proficient – 29% Basic – 30% Below Basic – 32%</p> <p>Our Math Inventory end of the year performance levels: Advanced – 2% Proficient - 14% Basic – 37% Below Basic – 47%</p> <p>8 Students finished the year on READ 180. 46 Students completed System 44.</p>

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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> • Monthly professional development • Identify students on RTI and provide instructional strategies for students not meeting grade level standards • Increase number of students meeting their IEP objectives in reading and math • Identify bubble students in 4th, and 5th grades based on EOG scale scores and quantile levels • Identify bubble students in 3rd grade students based on Iowa achievement results • Support bubble students' reading goals with school-day tutoring. • Utilize REACH adoption, Imagine Learning, and Lexia to support ESL students • Continue to implement Number Talks • Continue to implement Guided Reading and Guided Math. • Provide enrichment opportunities for Gifted and talent development students • Identify and monitor potential retention students by tracking progress reports, RI/MI scores, report cards, and teacher assessments. • Utilize Additional Year procedures as established by the district. • Continue to implement Early Literacy Initiatives in grade K-2 • Continue to implement Dual Language Immersion in grades K-2 • Maintain Reduced Class models in order to support EIP students 	<ul style="list-style-type: none"> • CCRPI Data • Grade Level Remediation Plans • Data from Online Resources <ul style="list-style-type: none"> - CTLs Assess - SAM - Imagine Learning - Lexia • EIP Exit Rates 	<p>Our CCRPI for 2017 is 69.2, an increase from the 61.1 from 2016.</p> <p>2017 CCRPI Score: 69.2 Achievement Points: 24.5 Progress Points: 35.9 Achievement Gap Points: 8.3 Challenge Points: 0.5</p> <p>Bubble students identified by Milestone data for 4th and 5th grade. Bubble students identified by IOWA for 3rd grade.</p> <p>Last year we had Dual Immersion classes in both Kindergarten and 1st grade.</p>
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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>	<ul style="list-style-type: none"> • Seek input from School Council, BLT, Foundation, PTA, and Partners in Education • Analyze Georgia Climate Survey • Increase family engagement through consistent communication and active involvement • Key Teams to empower staff to provide/plan for initiatives and traditions that positively engage our school community 	<ul style="list-style-type: none"> • Agendas • Meeting Minutes • Event Sign-In Sheets • GA Climate Survey Data 	<p>School Council established and met throughout the year.</p> <p>Key teams formed and meetings scheduled.</p>
	<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"> • Schedule regular meetings for School Council, BLT, Foundation, PTA, and Partners in Ed. • Provide parent workshops to address parent needs and academic focus • Quarterly Coffee Talks with the Principal • Continue Atlanta Food Bank and Cumberland Community Church Pantry to meet family needs • Continue Parent English Classes for non-native English speakers • Parent Spanish classes and monthly parent engagement classes to support families in our DLI program. 	<ul style="list-style-type: none"> • Agendas • Sign In Sheets 	<p>Master calendar developed for staff at the beginning of the year with BLT, Key Teams, PLCs and additional trainings. Implemented again this year.</p> <p>Parent University conducted three times (Writing, Reading, Math). Other parent nights included: Literacy Night, Science Night, Math Night, Muffins with Mom, and Donuts with Dad.</p> <p>Parent Spanish classes offered at the school for interested parents.</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>	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>	<ul style="list-style-type: none"> Lead professional development for colleagues and through district PL days (EdCamp) Grade level Leadership Roles: Technology, Data, RTI, Fundraising, Fieldtrips, and CCC Content Leaders (ELA/Math/Sc/SS) New Teacher Academy and Mentors 	<ul style="list-style-type: none"> Sign In Sheet Agendas Survey Data 	<p>Identified a need for specific grade level leadership roles within their PLCs. Implemented this year.</p> <p>New teachers supported with mentors and new teacher academy trainings every two weeks. Will implement again this year.</p>
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> Monitor formative and summative assessments in TKES/LKES platform Develop action plan for improvement based on teacher needs MIE Certification to develop TKES Standard 1,2,10 	<ul style="list-style-type: none"> TKES/LKES Evaluations MIE Certifications 	<p>All TKES/LKES formative and summative completed throughout the year.</p> <p>Many of our teachers are becoming MIE certified as part of their TKES professional goal.</p>