**Norton Park Elementary 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>
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<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
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<td>Simplify the foundation of teaching and learning to prepare for innovation.</td>
<td>Ensure all teachers prioritize standards.</td>
<td>• Quarterly collaborative instructional development&lt;br&gt;• Weekly instructional focus collaborative planning&lt;br&gt;• Utilize CTLS Frameworks and prioritize standards K-5 within grade level and vertical teams</td>
<td>• Agendas&lt;br&gt;• Meeting Minutes&lt;br&gt;• Lesson Plans &amp; Units&lt;br&gt;• Observations</td>
<td>Instructional Collaboration for grade levels provided&lt;br&gt;Weekly instructional focus planning conducted throughout the year.&lt;br&gt;All grade levels utilized CTLS assessments for formative purposes.</td>
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<td>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</td>
<td></td>
<td>• Implement CCC’s to discuss/analyze data to inform instructional plans aligned with student needs.&lt;br&gt;• Utilize common assessments/Touchstones consistently to identify differentiated groups/tasks&lt;br&gt;• Utilize weekly CCC data meetings</td>
<td>• Agendas&lt;br&gt;• Lesson Plans&lt;br&gt;• Remediation Block&lt;br&gt;• Observations</td>
<td>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.</td>
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### Norton Park Elementary 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. | • 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 | • CTLS Assess Reports  
• Grade Level Remediation Plans (ELA/Math) | Early Literacy Cycles completed:  
Kindergarten – 13  
1st Grade – 13  
All grade levels completed pre-assessment and mini-touchstones for all math standards. |
| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | • Evaluate MI/RI growth data 3 times a year  
• Identify students to participate in Read 180 and System 44  
• Quarterly Grade Level Remediation Plans | • RI/MI Data  
• Student Growth Goals  
• Read 180/System 44 Data | Our Reading Inventory end of the year performance levels:  
Advanced – 9%  
Proficient – 29%  
Basic – 30%  
Below Basic – 32%  
Our Math Inventory end of the year performance levels:  
Advanced – 2%  
Proficient – 14%  
Basic – 37%  
Below Basic – 47%  
8 Students finished the year on READ 180.  
46 Students completed System 44. |
# Norton Park Elementary 2018-2019 Strategic Plan

| Increase percentage of students performing at grade level in reading and math. | 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 | CCRPI Data  
- Grade Level Remediation Plans  
- Data from Online Resources  
- CTLS Assess  
- SAM  
- Imagine Learning  
- Lexia  
- EIP Exit Rates | Our CCRPI for 2017 is 69.2, an increase from the 61.1 from 2016.  
- 2017 CCRPI Score: 69.2  
- Achievement Points: 24.5  
- Progress Points: 35.9  
- Achievement Gap Points: 8.3  
- Challenge Points: 0.5  
  
- Bubble students identified by Milestone data for 4th and 5th grade.  
- Bubble students identified by IOWA for 3rd grade.  
  
- Last year we had Dual Immersion classes in both Kindergarten and 1st grade. |
**Norton Park Elementary 2018-2019 Strategic Plan**

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

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| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | • 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 | • Agendas  
• Meeting Minutes  
• Event Sign-In Sheets  
• GA Climate Survey Data | School Council established and met throughout the year.  
Key teams formed and meetings scheduled. |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | 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. | • Agendas  
• Sign In Sheets | Master calendar developed for staff at the beginning of the year with BLT, Key Teams, PLCs and additional trainings. Implemented again this year.  
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.  
Parent Spanish classes offered at the school for interested parents. |
### Norton Park Elementary 2018-2019 Strategic Plan

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. | Develop teacher leaders. |  - 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 |  - Sign In Sheet  
  - Agendas  
  - Survey Data | Identified a need for specific grade level leadership roles within their PLCs. Implemented this year.  
New teachers supported with mentors and new teacher academy trainings every two weeks. Will implement again this year. |
| Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. |  - 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 |  - TKES/LKES Evaluations  
  - MIE Certifications | All TKES/LKES formatives and summative completed throughout the year.  
Many of our teachers are becoming MIE certified as part of their TKES professional goal. |