

*Oak Grove Elementary School  
DeKalb County  
Atlanta, Georgia*

*Strategic Plan  
November 1, 2011 – August 31, 2015*

# ***Oak Grove Elementary School Strategic Plan November 1, 2011 – August 31, 2015***

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## ***Overview***

Oak Grove Elementary School was established in the fall of 1958 in DeKalb County to serve students from 1<sup>st</sup> to 7<sup>th</sup> grades. It is still located on the original site and is now serving 672 students in pre-K through 5th grades. 44 teachers, 14 paraprofessionals, 14 support staff, and 5 administrative staff currently comprise the Oak Grove staff. Parent groups that support the school include the Parent Teacher Association, the Oak Grove Foundation and the School Council. The school has provided consistent quality education throughout its history as seen in the winning of the Georgia School of Excellence in 2001 and National School of Excellence in 2002 in addition to consistent yearly recognition by the Georgia Department of Education for top performance on the CRCT.

## ***Our Mission***

To challenge ourselves; To inspire others; To transform the world

## ***Our Vision***

To unleash the full potential of every child

## ***Our Values***

- Seamless collaboration
- Compassionate community
- Commitment and creativity beyond the standard
- Spirit of openness and understanding

## ***Our Intention***

Oak Grove Elementary School will be known for: **LEARNING WITHOUT LIMITS**

## ***Outcomes***

Oak Grove Elementary School intends that the students it serves will benefit from their educational experience by reaching five specific Outcomes. Students graduating from Oak Grove will be:

- Individual Risk Takers
- Academically Prepared for the Next Step
- Valuing Others
- Critical Thinkers
- Enriched

In order to know that we are successful over time in moving toward these Outcomes, we will track the following Indicators for each Outcome:

Outcomes	Measurable Indicators
Individual Risk Takers	<ul style="list-style-type: none"> <li>• Participation and performance in optional competitions, contest teams, classroom challenges</li> </ul>
Academically Prepared for the Next Step	<ul style="list-style-type: none"> <li>• Test scores in CRCT, ITBS, GWA</li> <li>• Participation in technology based performance tasks</li> </ul>
Valuing Others	<ul style="list-style-type: none"> <li>• Participation in student service projects</li> <li>• Soaring with the Best data</li> </ul>
Critical Thinkers	<ul style="list-style-type: none"> <li>• Cognitive Abilities test scores</li> <li>• Selected questions on benchmark tests</li> <li>• Participation in Math Super Stars</li> </ul>
Enriched	<ul style="list-style-type: none"> <li>• Participation in voluntary activities of art, music, health, language and Club Day</li> <li>• Participation in music activities in middle school</li> </ul>

(See Appendix I for more details on the Outcomes)

### *Strategies and Key Actions*

Over the next three and a half years, six strategies with their accompanying Key Actions will be implemented to support the accomplishment of the Outcomes while also continuing to build a strong school.

STRATEGY	KEY ACTIONS
Facilitate Experiential & Meaningful Learning	<ol style="list-style-type: none"><li>1. Foster a learning culture that promotes the development of critical thinking</li><li>2. Integrate technology into the learning experience</li><li>3. Integrate the arts effectively</li><li>4. Create authentic &amp; varied assessment tools</li><li>5. Research the viability of incorporating foreign language into the learning experience</li></ol>
Involve Oak Grove in the Needs of the Larger Community	<ol style="list-style-type: none"><li>1. Develop &amp; implement the system for students in each grade level to use in identifying a community need and moving toward solutions</li></ol>
Acquire & Utilize Personnel Creatively to Meet Diverse Student Needs	<ol style="list-style-type: none"><li>1. Identify innovative ways to use allotted staff</li><li>2. Explore options for additional staff</li><li>3. Match volunteers' expertise with needs</li></ol>
Implement Meaningful Ongoing Staff Development	<ol style="list-style-type: none"><li>1. Assess &amp; prioritize development needs</li></ol>

	<ol style="list-style-type: none"> <li>2. Identify existing resources</li> <li>3. Develop a specific plan</li> </ol>
<p style="text-align: center;">Acquire &amp; Maintain Technology &amp; Other Resources &amp; Facilities to Support Strategies</p>	<ol style="list-style-type: none"> <li>1. Prioritize &amp; purchase needed technology</li> <li>2. Prioritize building improvement needs</li> <li>3. Prioritize &amp; purchase other instructional materials</li> </ol>
<p style="text-align: center;">Engage &amp; Inform Parents About the Educational Process</p>	<ol style="list-style-type: none"> <li>1. Develop parent-teacher workshop opportunities</li> <li>2. Develop mechanism/incentives for parent participation in workshops</li> <li>3. Develop consistent messages around educational processes</li> </ol>

(See Appendix II for more details on the Strategies)

### *Envisioning the Future in 2015 that We Want*

Below are details of what we hope will become a reality in 2015 because of the successful implementation of the above six strategies:

- Science track based curriculum
- Sister school in another country
- Partake in interdisciplinary project based activity (like the Jason Project)
- Intentional technology integration in pre-K – 3<sup>rd</sup> grades and a 21<sup>st</sup> century learning model in 4<sup>th</sup> & 5<sup>th</sup> grades which keeps students so engaged that they are not distracted by off task behavior
- Partnerships with nearby institutions
- Culture shift from report card to outcomes and the process of learning
- Monthly dinner discussions to support and educate parents about coping with and understanding the competitive educational climate
- Classroom culture that supports students being intrinsically motivated to learn
- A culture that fosters and nurtures students and staff to “pay it forward” through community involvement, support and relationships

- 4<sup>th</sup> and 5<sup>th</sup> grades have a band and strings program along with a choral program
- A full time technology teacher
- Laptops for every student
- Student created portfolios
- Authentic and varied student assessments
- Ongoing professional learning program for teachers
- Increased grants from local businesses
- Grants for technology-based foreign language program
- Each pre-K – 2<sup>nd</sup> grade teacher has a paraprofessional staff or co-teacher
- A 10-1 student-teacher ratio in the classroom
- Personnel allocation addresses student need along the entire spectrum
- Library is an information learning space
- Resource teachers to support teachers in reading and math
- “Repurposed” facility for teaching and learning
- Students regularly engage in meaningful field trips either virtually or physically

Appendix I

INTENDED OUTCOMES FOR OAK GROVE ELEMENTARY STUDENTS				
INTELLECTUAL RISK TAKERS	ACADEMICALLY PREPARED FOR THE NEXT STEP	VALUE OTHERS	CRITICAL THINKERS	ENRICHED
Brainstorm of Possible Outcomes				
<ul style="list-style-type: none"> <li>- Students feel safe to learn</li> <li>- Learning how to fail &amp; recover as the child</li> <li>- Students know teachers want them to succeed</li> <li>- Self reliant</li> <li>- Self-sufficiency – where to go for answers</li> <li>- Passionate, responsible, independent, self-motivated learner</li> <li>- Responsibility &amp; accountability to learn in &amp; outside classroom</li> <li>- Student “owns” his/her success</li> <li>- Motivated – life-long learner</li> <li>- Confident</li> <li>- Realistic self image</li> <li>-Self confident &amp; mature—socially &amp; academically</li> </ul>	<ul style="list-style-type: none"> <li>- Tech savvy</li> <li>- Strong academic foundation</li> <li>- Foundation in basic concepts (math facts, spelling)</li> <li>- Academically prepared for middle school</li> <li>- Confident &amp; prepared – academically, socially, emotionally</li> <li>- Strong communication skills</li> <li>- Confident capable communicator</li> </ul>	<ul style="list-style-type: none"> <li>- Strong sense of community (i.e. community service, service learning)</li> <li>- Sense of social consciousness &amp; responsibility</li> <li>- Global thinker</li> <li>- Teamwork – success for <u>each</u> member</li> <li>- Compassion for others (community/world)</li> <li>- Productive &amp; responsible community member</li> <li>- Accepting (beyond tolerance, community/service oriented)</li> <li>- Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>- Solve your own problems (basic skills)</li> <li>- Critical thinking &amp; problem solving for life skills &amp; academically</li> <li>- Global Thinkers</li> <li>- Strategist – question asker &amp; solution seeker</li> <li>- Love of learning &amp; inquisitive mindset</li> </ul>	<ul style="list-style-type: none"> <li>- Well rounded – art, music, language, athletics</li> <li>- Appreciation of art, music, theatre</li> <li>- Familiarity in foreign language</li> <li>- Healthy and fit lifestyles (school lunches, PE, programs)</li> </ul>
INDICATORS FOR EACH OUTCOME (WAYS TO MEASURE IF THE OUTCOME IS BEING REACHED)				
<ul style="list-style-type: none"> <li>- Participation and performance in optional competitions, contest teams, classroom challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Test scores in CRCT, ITBS &amp; GWA</li> <li>- Participation in technology based performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in student service projects</li> <li>- Soaring with the Best data</li> </ul>	<ul style="list-style-type: none"> <li>- Cognitive Abilities Test scores</li> <li>- Selected questions on benchmark tests</li> <li>- Participation in Math Super Stars</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in voluntary activities of art, music, health, language and Club Day</li> <li>- Participation in music activities in middle school</li> </ul>

Appendix II

**STRATEGIES AND KEY ACTIONS**

FACILITATE EXPERIENTIAL & MEANINGFUL LEARNING	INVOLVE OAK GROVE IN NEEDS OF THE LARGER COMMUNITY	ACQUIRE & UTILIZE PERSONNEL CREATIVELY TO MEET DIVERSE STUDENT NEEDS	IMPLEMENT MEANINGFUL ONGOING STAFF DEVELOPMENT	ACQUIRE & MAINTAIN TECHNOLOGY & OTHER RESOURCES & FACILITIES TO SUPPORT STRATEGIES	ENGAGE & INFORM PARENTS ABOUT EDUCATIONAL PROCESS
<b>KEY ACTIONS TO IMPLEMENT EACH STRATEGY</b>					
<p>1. Foster a learning culture that promotes the development of critical thinking            2. Integrate technology            3. Create authentic &amp; varied assessment tools</p>	<p>1. Develop &amp; implement the system for students in each grade level to use in identifying a community need and moving toward solutions</p>	<p>1. Identify ways to use allotted staff            2. Explore options for additional staff            3. Match volunteers' expertise with needs</p>	<p>1. Assess &amp; prioritize needs            2. Identify existing resources            3. Develop specific plan</p>	<p>1. Prioritize &amp; purchase technology            2. Prioritize building improvement needs            3. Prioritize &amp; purchase other instructional materials</p>	<p>1. Develop parent-teacher workshop opportunities            2. Develop mechanism/incentive for parent participation in workshops            3. Develop consistent messages around educational processes</p>
<b>Brainstorm of Possible Actions</b>					
<ul style="list-style-type: none"> <li>- Implement intentional project-based learning</li> <li>- Use real-life scenarios as basis...</li> <li>- Create problem solving data base of daily activities</li> <li>- Project-based learning in class</li> <li>- Provide more experiential learning</li> <li>- Link social skills to literature</li> <li>- No shortcuts – engage in process</li> </ul>	<ul style="list-style-type: none"> <li>- Grade levels target communities in need</li> <li>- Start mentoring program for upper to lower grades</li> <li>- Partner with at risk school</li> <li>- Homegrown fund raiser</li> </ul>	<ul style="list-style-type: none"> <li>- Lower student-teacher ratio</li> <li>- Hire support person(s) for struggling learners</li> <li>- More classes or team teaching to lower student-teacher ratio</li> <li>- Utilize existing paras more effectively</li> <li>- Funding for staff to reduce class size</li> <li>- Meet needs of gifted students</li> </ul>	<ul style="list-style-type: none"> <li>- Hire gifted instruction coach for teachers</li> <li>- Train teachers thoroughly in one are for a year (ex. 6 Traits)</li> <li>- Implement Readers &amp; Writers workshop training</li> <li>- Hire rotating sub for teachers' professional book club (1 hour)</li> <li>- Provide more collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase technology</li> <li>- Purchase grade level class set of tech instruments (ipad, laptops, etc.)</li> <li>- Dedicate funds for technology acquisition</li> <li>- Buy ipad carts</li> <li>- Fund building improvements and learning spaces</li> <li>- Purchase storage supplies</li> </ul>	<ul style="list-style-type: none"> <li>- Develop parent-teacher workshop opportunities</li> <li>- Implement parent education</li> <li>- Healthy lifestyle education (not dictation)</li> <li>- Develop concise message regarding gifted instruction</li> <li>- Change focus from grades to process progress</li> </ul>



<ul style="list-style-type: none"> <li>- Update math manipulatives and purchase</li> <li>- Implement multi-step group project that foster critical thinking</li> <li>Students plan cultural/performing arts programs</li> <li>- Create authentic &amp; varies assessment tools</li> <li>- Integrate technology</li> <li>- Effectively deliver foreign language instruction</li> <li>- Funding for foreign language program</li> <li>- Hire foreign language teacher</li> <li>- Integrate technology</li> </ul>			<p>(monitoring?)</p> <ul style="list-style-type: none"> <li>- All learners are entitled to enriching</li> <li>- Ongoing technology training</li> <li>- Teachers learn to use technology</li> </ul>		
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