



Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p>2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>					
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <p>Create and use common formative assessments, analyze results to plan differentiation for all students. Utilize CTLS in grade level data teams to plan differentiated lessons.</p> <p>Adjust instruction and monitor student's growth through the use of data notebooks as part of the reading workshop model.</p>	<p>Measured by:</p> <p>Formative Assessments CTLS Data Teams Data Notebook Look-Fors</p>	<p>Owner(s):</p> <p>Grade level teams Individual teachers</p>	<p>Resources Needed:</p> <p>CTLS Training Collaboration time for data teams Professional development on data teams</p>	<p>Results of Key Actions from last year's plan: <u>(Due September 1)</u></p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p><i>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>Create, implement, and analyze formative assessments in math through the use of data teams.</p> <p>Create and implement formative assessments in science and social studies.</p>	<p>Formative assessments</p>	<p>Grade level data teams Individual teachers</p>	<p>CTLS Training Collaboration time for data teams</p>		

<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Differentiate professional learning opportunities based on needs assessment and walkthrough observations:</p> <ul style="list-style-type: none"> • CTLS training • Orton Gillingham certification • STEM • Reading and writing workshop • Paraprofessional PLC's • Special education PLC's • Specialists' PLC's 	<p>Meeting minutes, classroom walkthroughs, student results</p>	<p>Admin, all staff</p>	<p>Foundation and school focused funding for training and collaboration time.</p>		
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Implement Orton-Gillingham strategies with all students (K-5). Implement Readers Workshop framework with fidelity, analyze conference notes and running records to meet each students' needs.</p>	<p>DRA, Columbia College Reading Assessments, Reading workshop conferencing notes, classroom walkthroughs, Milestones, and Reading Inventory results.</p>	<p>Classroom teachers, admin</p>	<p>Collaboration and training time.</p>		
<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Create, implement, and analyze common formative math assessments. Provide targeted differentiation in math through the use of the guided math workshop model.</p>	<p>Common math assessment results, Math Inventory, Milestones</p>	<p>Classroom teachers</p>	<p>CTLS training Collaboration time for grade level data teams.</p>		



<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Strategically differentiate instruction based on formative assessment data. Follow RTI process with fidelity</p>	<p>DRA, MI, RI, Common Formative assessments, RTI strategy data, Report card grades, number of students retained.</p>	<p>Classroom teachers, SSA, Guidance counselor support</p>	<p>Collaboration time for grade level data teams and teacher collaborative planning.</p>		
<p>7. Other: (Priorities specific to school.)</p>						

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

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	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Complete Cobb STEM Certification, provide Orton-Gillingham training</p>	<p>Cobb County STEM walkthroughs, Office 365 STEM artifacts, classroom walkthroughs</p>	<p>STEM Key Team; all K-5 teachers</p>	<p>STEM Funds, STEM Professional learning</p>		



<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<ol style="list-style-type: none"> 1. Tutoring/EIP support/Differentiated instruction/RTI Strategies 2. Tutoring/EIP support/Differentiated instruction/RTI Strategies 3. Tutoring/EIP support/Differentiated instruction/RTI Strategies 	<p>IOWA Lexile results DRA Common Formative Assessments Reading Inventory Math Inventory</p>	<p>Teachers Administration Counselors (Closing the Gap Action Plan)</p>	<p>CTLs training to refine data team process, 20 day tutoring funds</p>		
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<p>Provide Advanced Content math instruction for selected 4th and 5th grade students</p>	<p>AC Math enrollment and grades</p>	<p>AC Math teacher and admin</p>	<p>AC Math PLC, AC Math framework of instruction</p>		
<p>Other: (Priorities specific to school.)</p>						

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

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		<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (<u>Due September 1</u>)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>



<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Provide parent sessions and student sessions based on PTA needs assessment results (i.e. – Muffins with Mavity, Cyberbullying PTA sessions with 4th and 5th grade students, etc.)</p>	<p>AdvancED surveys, PTA needs assessment results</p>	<p>Admin team, PTA, Prevention Intervention specialist</p>	<p>Results of PTA needs assessment; Prevention intervention specialist</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>1. Engage parent volunteers to participate in 8 STEM activities throughout this year. Host annual STEM night for parents and students. 2. Collaboration between East Side’s PTA and Foundation to provide support for instructional programs and teacher collaboration.</p>	<p>4 grade level and 4 school-wide STEM days, annual STEM night, attendance at parent events</p>	<p>STEM committee, Admin, Collaboration between Math, Science, and Computer Lab teachers</p>	<p>PTA funds</p>		
<p>Other: (Priorities specific to school.)</p>						



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

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	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide continuous job-embedded professional learning and coaching, new teacher induction and mentoring, grade level common planning and collaboration time</p>	<p>TKES evaluation CTLS data supporting student progress</p>	<p>Administration Mentors Mentees Teacher Leaders</p>	<p>Processes for common scoring of student work and collaborative planning. PTA and Foundation support for providing training</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Plan professional learning based on professional goals and self-assessments. Implementation of PLP when appropriate and warranted</p>	<p>TKES TEM scores and performance ratings</p>	<p>Administration</p>	<p>TKES Electronic platform Time</p>		
<p>Other: (Specific to school.)</p>						