



Eastvalley 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<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><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>All certified grade levels 1-5 teachers participate in ongoing CTLS Assess training with Karen Wright (TTIS).</p>	<p>CTLS usage data report</p>	<p>Grade level 1-5 certified teachers</p>	<p>-CTLS Assess -I-Respond Kits -Karen Wright (TTIS)</p>	<p>-Cohort 4 implementation school (NA)</p>	
<p>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)</p>	<p>Grade level teams create/select common formative math and reading assessments from Touchstones.</p>	<p>MI and RI Assessments</p>	<p>K-5 certified teachers</p>	<p>-MI/RI Assessments Touchstone Assessments</p>	<p>Grade level teams met quarterly to discuss math instructional priorities and create common formative assessments.</p> <p>Classroom teachers implemented formative assessments across writing genres and grade level subject matter</p>	



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<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Grade level teams share common planning times to analyze student performance data</p> <p>All teachers engage in two vertically aligned Action Committees that impact school performance goals.</p>	<p>Team minutes reflective of 4 questions of a PLC</p> <p>Action Team Meeting minutes on One Note</p>	<p>Administration</p> <p>Administration</p>	<p>Building schedule</p> <p>NA</p>	<p>NA</p> <p>Action Committees established and consolidated</p>	
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Use RI results, common formative assessments on CTLS Assess to quickly identify students needing additional support.</p> <p>Use of Max Scholar literacy program in EIP classes in grades k-3</p> <p>Use 20 funds to provide supplemental tutoring for students identified as needing additional support.</p>	<p>RI scores, CFA scores</p> <p>Max Scholar reports</p> <p>Milestones</p>	<p>Grade level teachers</p>	<p>RI CTLS teacher created assessments</p> <p>Max Scholar training</p> <p>20 day funds</p>	<p>61.3% of all students performing on levels 3 and 4 on Milestone ELA Assessment</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>Use MI results, common formative assessments on CTLS Assess to quickly identify students needing additional support</p> <p>Use 20 day funds to provide supplemental tutoring for students identified</p>	<p>MI Scores CFA scores</p> <p>Milestones</p>	<p>Grade Level teachers</p>	<p>MI CTLS Teacher Created assessments</p> <p>20 day funds</p>	<p>66.2% of all students performing at Levels 3 and 4 on Milestone Math Assessment</p>	
<p>6. Increase number of students academically completing every grade. (S)</p>	<p>Use EIP models, in school 20 Day Tutoring, Max Scholar Program, Read 180 and System 44 to accelerate the learning of selected students. Use MI, RI as a diagnostic assessment and CTLS assess for formative assessments to monitor student growth and make adjustments to strategies and content.</p>	<p>RI/ MI scores, CFA results- RTI² group results, System 44/ read180 reports, Max Scholar reports, Milestones</p>	<p>Grade Level Teachers</p>	<p>MI/ RI Read 180/ System 44 CTLS Teacher Created assessments Max Scholar Program 20 day funds</p>	<p>99.2% of EV students completed and were promoted/placed to the next grade level</p>	



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7. Other: <i>(Priorities specific to school.)</i>						
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Board Goal 2: *Differentiate resources for students based on needs.*

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Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	Implement Leadership Journals for all students that track reading comprehension gains	Leadership journal Reading Goal Chart	Classroom Teachers	Leadership Journals for all students	Identified students participated in AC Math and ELA classes in 4 th grade. This resulted in greater than 75% of AC students scoring in Distinguished performance category (4) in ELA and Math.	



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<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. Read 180 & System 44, Max Scholar Literacy Program, iRead program, 20 day tutoring, use of various EIP models 2. 20 day tutoring Program, Conceptua, RTI² group strategies, use of EIP Models 3. Use of various EIP models, Leader in Me Synergy Squads, Implementing career and college lessons and portfolios <p>Use of AC models in 4th and 5th grade for Language Arts and Math. EL talent and development groups for identified students.</p>	<p>RI/ MI scores, CFA results- RTI² group results, System 44/ read180 reports, Max Scholar reports, Milestones, student survey results, and quarterly grades</p>	<p>Grade level teachers and admin</p>	<p>MI/ RI Read 180/ System 44 CTLS Teacher Created assessments Max Scholar Program 20 day funds</p>	<p>K-2 Classroom teachers implemented guided reading instruction and continue to familiarize themselves with the components of the new ELA adoption</p> <p>Teachers implanted a variety of math incentive programs that were results oriented. IXL subscription was discontinued in lieu of a more cost-effective and interactive incentive program.</p> <p>100% of 5th grade students completed a career portfolio. Career and college lessons were provided by counselors and guest speakers on Career Day for all grade levels</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>Offer Accelerated Content classes in ELA and Math for 4th and 5th grade students.</p>	<p>Milestone Assessment for ELA and Math</p>	<p>AC Classroom teachers</p>	<p>AC Curriculum guide, rubrics</p>	<p>N/A</p>	



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Other: (Priorities specific to school.)						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Utilize stakeholder input to improve school processes. (AdvED)	Collect and evaluate stakeholder perception data through quarterly School Council Committee meetings	AdvancED community survey School Council Committee election	Community and Parent Relations Action Team School Council Committee	stakeholder survey	Stakeholder feedback and perception data was collected through the AdvancED survey and discussed at quarterly School Council Committee meetings.	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Use community & parent volunteers to work with ESOL- new comers and EIP students on foundational literacy and math skills	AdvancED community survey ACCESS test results	CPR Action Team EL Teachers Administration	Volunteer training, literacy and math supplies	ESOL parent involvement was increased through communication efforts and activities coordinated by our Community Public Relations Committee.	
Other: (Priorities specific to school.)						



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

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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Provide year-long professional learning opportunities; team collaboration; mentor program, monthly new teacher meetings	TKES platform	K-5 Certified teachers and Administration	Grants; Professional Learning funds	Year-long professional development was provided through STEM and Leader in Me local school initiatives. Monthly new teacher meetings were continued on an “at needs” basis. Teachers new to the school were assigned a mentor.	
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Improve teacher performance through timely feedback, conferencing, documentation, individualize professional learning	TKES Full and Flexible observation cycles and formative assessments	Administration	TKES online platform	Introduction to CTLTS Assess Implementation	
Other: (Specific to school.)						