



Mountain View Elementary 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 style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;">Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Collect data thru FFAS, Data teams, grade level common assessments. Teachers will analyze data from assessments to develop differentiated instruction in math and reading for students in their classroom/grade level.</p>	<p>CTLS/FFAS, Georgia Milestones Data, DRA, RI, MI, TKES Ratings</p>	<p>Teachers Administration</p>	<p>TTIS, CTLS</p>	<p>RI=see Appendix A MI=see Appendix B DRA- see Appendix C SLO Data-see Appendix D Georgia Milestones Data-see Appendix F TKES Ratings-Overall Summative Ratings=71.15% of teachers scored level 3, 28.85% of teachers scored level 4</p>	



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<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>Participate in FFAS assessment Utilize common assessment, analyze pre and post testing, examine data</p>	<p>CTLS, Local School Assessments, DRA, MI, RI</p>	<p>Administration, Data Teams</p>	<p>TTIS/CTLS ongoing training</p>	<p>RI=see Appendix A MI=see Appendix B DRA=see Appendix C SLO Data=see Appendix D Georgia Milestones Data=see Appendix F TKES Ratings-Overall Summative Ratings=71.15% of teachers scored level 3, 28.85% of teachers scored level 4</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>Develop professional learning communities Ongoing implementation of key teams Each PLC will meet regularly. At the first meeting they will develop norms. Throughout the year they will review data and plan for effective instruction using the following three questions; What do we expect our student to learn? How will we know they are learning? What will our response be when they are not making progress?</p>	<p>PLC minutes, key team minutes</p>	<p>Administration, Teachers, Key Team members</p>	<p>N/A</p>	<p>FFAS and CTLS training during school hours and after school, Book Studies based on Key Team input from Needs Assessment</p>	
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Monitor student data for RI, DRA and other local assessment. Continue the use of RTI strategies and specialized instruction for students reading below grade level. Implement acceleration plan. Students who qualify for the acceleration plan will receive additional instruction in the areas of reading and/or math.</p>	<p>DRA, Milestone data, RI, RTI data, grade level data sheets</p>	<p>Teachers, Administrators, RTI facilitators</p>	<p>20 Day funds for acceleration plan</p>	<p>DRA=see Appendix C Georgia Milestones Data RI=see Appendix A RTI data- 60 students on Tier 2 and 39 students on Tier 3</p>	



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<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>Implement Number Talks and Guided Math Analyze math common formative assessment data. Implement Acceleration Plan.</p>	<p>MI, Milestones data, FFAS data</p>	<p>Teachers , Administration</p>	<p>20 day funds for acceleration plan</p>	<p>MI=see Appendix B SLO Data-see Appendix D Georgia Milestones Data-see Appendix F</p>	
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Implement RTI² process, differentiated lessons in reading and math, RTI² strategies and process, specialized instruction for Special Education students</p>	<p>RTI data, RI, MI, DRA, FFAS, Report Cards, Number of students retained</p>	<p>Administration, Teachers, Counselors</p>	<p>20 day funds for acceleration plan</p>	<p>RTI data- 60 students on Tier 2 and 39 students on Tier 3 RI=see Appendix A MI=see Appendix B DRA- see Appendix C SLO Data-see Appendix D 2 students retained</p>	
<p>7. Other: (Priorities specific to school.)</p>	<p>Utilize data to ensure that students will demonstrate proficiency at or above grade level in math.</p> <p>Utilize data to ensure that students will demonstrate proficiency at or above grade level in writing.</p> <p>Utilize PLCs to ensure that teachers will increase the degree to which they work in teams through structures and opportunities for collaborative planning with a focus on differentiation and progress monitoring.</p>	<p>Grade level common assessments, Georgia Milestones Data, differentiated lessons, lesson plans</p>	<p>Teachers Administration</p>	<p>Grade Level Data Sheet, Report Cards, FFAS, Milestone Data</p>	<p>Georgia Milestones Data-see Appendix F differentiated lessons lesson plans</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>	N/A	N/A	N/A	N/A	N/A	
<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. Implement Systems 44 and Read 180. Implement Acceleration Plan. Utilize differentiated lesson. Utilize Academic Coach for classroom support. Continue support of Special Education and RTI interventions. 2. Implement Acceleration Plan. Utilize differentiated lesson. Utilize Academic Coach for classroom support. Continue support of Special Education and RTI interventions. 3. Implement Systems 44 and Read 180. Implement Acceleration Plan. Utilize differentiated lesson. Utilize Academic Coach for classroom support. Continue support of Special Education and RTI interventions. 	<ol style="list-style-type: none"> 1. FFAS data, RTI Progress, RI, MI, Milestones Data, IOWA results, TKES 2. FFAS data, RTI Progress, RI, MI, Milestones Data, IOWA results, TKES 3. FFAS data, RTI Progress, RI, MI, Milestones Data, IOWA results, TKES 	<ol style="list-style-type: none"> 1. Teachers, Administration, Academic Coach, Counselors 2. Teachers, Administration, Academic Coach, Counselors 3. Teachers, Administration, Academic Coach, Counselors 	<ol style="list-style-type: none"> 1. 20 day funding, 2. 20 day funding, 3. 20 day funding, 	<p>RTI data- 60 students on Tier 2 and 39 students on Tier 3 RI=see Appendix A MI=see Appendix B DRA- see Appendix C SLO Data-see Appendix D differentiation in lesson plans IOWA results=see Appendix E Georgia Milestones Data – see Appendix F</p>	



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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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school.)	N/A	N/A	N/A	N/A	N/A	

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

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	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results		
Utilize stakeholder input to improve school processes. (AdvED)	Use Parent Survey to plan and implement programs that focus on parent engagement. Utilize PTA and Foundation generated surveys.	Advanced Ed survey, PTA and Foundation survey	Teachers, Administration, Parents	N/A	PTA, School Foundation meeting minutes, Funded grants/proposals from teachers to attend conferences, purchase supplies to enhance student success		



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	Use survey results to plan activities that promote parent engagement in school and community activities including STEM Family Engagement Night, 100th Day of School Coffee Chat with Dr. Garriss, Winter Dance in February, International Night in March, Dance with Dad/Move with Mom events in April.	Parent Surveys, Advanced ED survey, Comments, reviews, and information from parents	Administration	N/A	PTA, School Foundation meeting minutes, Funded grants/proposals from teachers to attend conferences, purchase supplies to enhance student success	
Other: (Priorities specific to school.)	N/A	N/A	N/A	N/A	N/A	

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)
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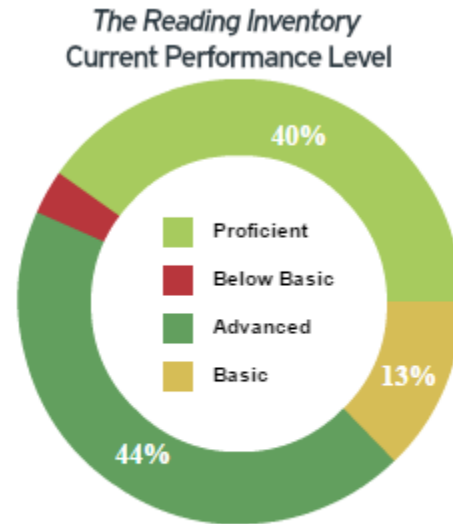


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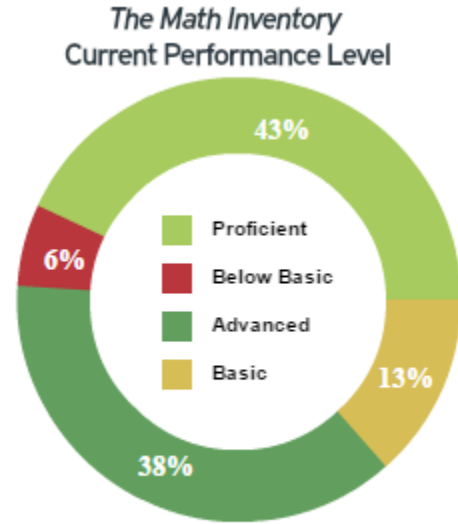
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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide continuous job embedded professional learning and training. Provide a variety of professional development opportunities for all teachers based on the needs of teachers which will include teachers reading professional literature, implement teacher needed training by the academic coach in the area of writing (Units of Study), STEM related articles/books, and FFAS training.</p>	<p>Surveys, TKES</p>	<p>Teachers, Administration, Academic Coach</p>	<p>Funding for training (Writing Units of Study), Professional literature</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Focus on professional learning goals of staff members and provide necessary support, coaching, and training.</p>	<p>TKES and LKES data</p>	<p>Administration, Academic Coach</p>	<p>Professional literature/training</p>		
<p>Other: (Specific to school.)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

Appendices

A. RI



B. MI



C. DRA

	Below Grade Level	On Grade Level	Above Grade Level
K	21%	17%	62%
1	11%	31%	58%
2	19%	52%	29%
3	23%	36%	41%
4	20%	53%	27%
5	18%	31%	51%

D. SLO DATA

	Pre (Average Score)	Post (Average Score)
Art	64	70
Gifted	46	65
Music	45	58
PE	95	97

E. IOWA Scores (Percentile Ranking)

2016-2017	
3rd Grade Reading	74
Language Arts	74
Math	74
5th Grade- Reading	73
Language Arts	79
Math	76

F. 2016-2017 Georgia Milestones Scores

Third Grade Milestones

Level	ELA	Math
4	23.4%	22.7%
3	40.6%	42.9%
2	31.3%	31.3%
1	4.7%	3.1%

Fourth Grade Milestones

Level	ELA	Math
4	35.4%	43.1%
3	47.7%	46.9%
2	14.6%	7.7%
1	2.3%	2.3%

Fifth Grade Milestones

Level	ELA	Math	Science	Social Studies
4	19.7%	35.3%	21.1%	29.8%
3	56.1%	39.9%	52.6%	38.2%
2	21.9%	17.3%	19.5%	29.8%
1	2.3%	7.5%	6.8%	2.2%

Reading Based on Lexile Scores on GA Milestones

	On or Above Grade Level	Below Grade Level
3 rd Grade	95.3%	4.7%
4 th Grade	90.8%	9.2%
5 th Grade	95.5%	4.5%