



# Mt. Bethel 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Administer RI, MI and DRA and use data to inform instruction and to plan for advanced intervention and acceleration.</p>	<p>RI MI DRA</p>	<p>Teachers</p>	<p>RI MI DRA Time</p>	<p>RI Data: Average 188 Lexile points growth across all grades.</p> <p>Percent of students scoring ADVANCED readers increased from 25% to 52%. Decrease in students scoring BELOW BASIC from 8% to 2%.</p> <p>MI Data: Average 279 Quantile growth points across all grades.</p>	<p>IP</p>





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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Implement Reader’s Workshop framework school-wide K-5.</p> <p>Implement phonics instruction through Orton-Gillingham multi-sensory approach school-wide K-5.</p>	<p>RI DRA Running Records Milestones Classroom assessments EIP exit-rates</p>	<p>Teachers Admin</p>	<p>Training Collaborati on within building PLC’s and across feeder pattern</p>	<p>2014: 99.8% of CCRPI points earned for students who met or exceeded standard.</p> <p>2017: TBA</p> <p>DRA Data: Decrease in students reading below grade level from 7.5% to 4.7% from 1<sup>st</sup> to 4<sup>th</sup> quarter.</p> <p>Percent of students scoring Advanced readers increased from 25% to 52% on RI. Decrease in students scoring Below Basic from 8% to 2% on RI from 1<sup>st</sup> – 4<sup>th</sup> quarter.</p>	<p>IP</p>
<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Implement Accelerated Content Math in 4<sup>th</sup> and 5<sup>th</sup> grades.</p> <p>Implement strategies learned in Gifted Endorsement Classes.</p> <p>Use data from CTLS-Assess Mini-Touchstones and Touchstones to differentiate instruction in math.</p>	<p>MI Grades Milestones Iowa CogAT CTLS-Assess data</p>	<p>Teachers Admin TTIS</p>	<p>AC Math Frameworks provided through ALP</p> <p>Collaboration</p> <p>Time &amp; training on CTLS - Assess</p>	<p>MI Data: Average 279 Quantile growth oints across all grade levels.</p> <p>2014: 98.3% of CCRPI points earned for students who met or exceeded standard.</p> <p>2017: TBA.</p> <p>Two AC Math classes offered at 4<sup>th</sup> grade.</p> <p>Two AC Math classes offered at fifth grade.</p>	<p>IP</p>



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<p><b>6. Increase number of students academically completing every grade.(S)</b></p>	<p>Strategic differentiation, EIP, RTI Squared process, ongoing training for special education teachers in best practices of specialized instruction.</p> <p>School-wide implementation of: Orton-Gillingham Methodology Reader's Workshop Writer's Workshop CTLS-Assess in math</p>	<p>RI MI DRA Report Cards CogAT Iowa RTI Data EIP Data CTLS-Assess Data PLC Data</p>	<p>Student support and grade level teams</p>		<p>RI Data: Average 188 Lexile points growth across all grades.</p> <p>Percent of students scoring ADVANCED readers increased from 25% to 52%. Decrease in students scoring BELOW BASIC from 8% to 2%.</p> <p>MI Data: Average 279 Quantile growth points across all grades.</p>	<p>IP</p>
<p><b>7. Other:</b> <i>(Priorities specific to school.)</i></p>						



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

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	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)	<b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational
Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b>	Implementation of Orton-Gillingham Methodology Kindergarten – 5 <sup>th</sup> Grade.	Gallistel-Ellis DRA RI Milestones	Teachers Admin	Time for training	New initiative	IP
Provide targeted resources for students:  1. Not reading on grade level (Lexile)  2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)  3. Not on-track for graduation <b>(S)</b>	1. Differentiated phonics instruction through multi-sensory approach  2. Differentiated math instruction through guided math or math compacting. Implement CTLS-Assess Mini-Touchstones and Common Formative Assessments in Math  3. Tutoring through 20-day funds. Response to Intervention Framework with increased emphasis on RTI Tier 2 as group interventions and RTI Tier 3 as individual intervention.	Gallistel-Ellis DRA & RI Milestones  MI CTLS-Assess Grades  RI MI DRA Grades Standardized testing	Teachers Admin  Teachers Admin TTIS  Teachers Admin	OG Materials & Training  CTLS- Assess & Training  20-day funds & tutors. Restructuring of RTI framework.	First year of school-wide implementation.  First year of school-wide implementation of CTLS-Assess.	IP
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. <b>(AD)</b>	Provide Advanced Content Math class at Fourth and Fifth Grades.  Cluster group gifted students in Second, Third, Fourth, and Fifth Grade students with teachers who are Gifted Certified.	MI CTLS-Assess Grades Standardized Testing Classroom Data	Teachers Admin	Collaboration time	Extend AC Math from Fourth to Fifth Grades	IP



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

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	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<p>AdvanceED Surveys Analyze stakeholder feedback and target areas for improvement expressed by staff, students, and parents.</p> <p>Staff: Implement common grading and reporting policies based on common formative and summative assessments. Revision of data tem process, RTI process, and mandatory common assessments.</p> <p>Students: Increase rigor and relevance through implementation of reader's Workshop Framework, Writer's Workshop Framewrok, Orton-Gillingham methodology, Gifted Endorsement strategies, and the additional of two STEM Labs.</p> <p>Parents: Increase rigor and relevance through implementation of reader's Workshop Framework, Writer's Workshop Framework, Orton-Gillingham methodology, Gifted Endorsement strategies, and the additional of two STEM Labs.</p>	<p>AdvancED Surveys</p>	<p>Stakeholders Admin</p>	<p>AdvancED Surveys</p>	<p>Revision of RTI Tier 2 and Tier 3 processes and procedures. Implementation of CTLS-Assess focused on math instruction. Implementation of PLC's.</p> <p>Full implementation of Reader's Workshop, Writer's Workshop, Orton-Gillingham, and two STEM Labs.</p> <p>Over a dozen staff received Gifted Endorsement and are embed extension</p>	<p>IP</p>



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	Facilitate strong family and community partnerships and growing programs through PTA and Foundation.  Achieved National Blue Ribbon School of Excellence designation for the second time.	Membership data Participation in events Meeting Minutes	All Stakeholders	Time	Second consecutive year to receive the Eastern Cobb County Council of PTA's Platinum Cup	IP
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## Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)		
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Provide ongoing job-embedded professional learning and coaching. Formal induction and mentoring process for new teachers to the school and/or grade level. Scheduled release time for collaboration of PLC's	PLC agendas & minutes TKES data Student growth measures	Admin SSA Teacher Leaders Mentors Mentees	Time Trained Parent Volunteers Literacy Coach	Training and collaboration completed.		IP
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	Ongoing assessment and feedback via walkthroughs and formative assessments.	TKES/LKES data	Admin	TLE Platform	TKES timelines met		IP
<b>Other:</b> (Specific to school.)							