

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> <li>• Teachers will collaborate quarterly to identify priority standards in ELA (reading and writing) and math.</li> </ul>	<ul style="list-style-type: none"> <li>-Collaborative team agendas and meeting minutes</li> <li>-CTLs usage of the math Touchtones</li> <li>-Lesson plan checks</li> <li>-Quarterly priority standards report</li> </ul>	<ul style="list-style-type: none"> <li>✓ Grades 1-5 teachers trained in implementation of CTLs Assess through Cohort 4 professional learning with Karen Wright.</li> <li>✓ Lesson plans submitted through Office 365 One Note notebook for regular checks.</li> <li>✓ Grade level teams created common formative assessments to determine learning proficiency of standards.</li> </ul>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> <li>• Grade level teams will meet every Wednesday as a Cobb Collaborative Community to:               <ul style="list-style-type: none"> <li>➤ Prioritize learning standards to be addressed</li> <li>➤ Create common formative assessments</li> <li>➤ Discuss extension and remediation strategies for students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Team meeting minutes</li> <li>-Lesson plan checks</li> <li>-Common formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vertical planning workshop in January as teachers collaborated with multiple grade levels to align learning expectations and priority standards</li> <li>✓ PLC training video (Mike Mattos) of the 4 questions and best practices of an effective PLC</li> <li>✓ Teachers completed self-assessment rubric of their individual and team performance as a PLC (1,5, or 10)</li> </ul>

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<ul style="list-style-type: none"> <li>Grade level teams create Assessment calendar for CTLS Assess Touchtones and common formative assessments</li> <li>Monthly CTLS training with Karen Wright during grade level collaboration</li> <li>Weekly grade level collaboration with focus on questions 3 and 4 of a PLC and documented impact on instruction</li> </ul>	-Meeting minutes -Assessment calendar -CTLS Touchtones data results	<ul style="list-style-type: none"> <li>✓ Ongoing professional development on implementation and usage of CTLS Assess for grades 1-5 teachers</li> </ul>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> <li>Teachers establish flexible guided reading and math groups based on multiple data sources (RI, MI, DRA, common formative assessments)</li> <li>Utilize the results of the RI and MI assessments to identify students to qualify for 20 Day tutoring support.</li> </ul>	-Reading Inventory in August, October, Dec/Jan, May -Math Inventory in October, Dec/Jan, and May	<ul style="list-style-type: none"> <li>✓ Grade level teams and administration identified "bubble students" to receive 20 Day tutoring support</li> <li>✓ Max Scholar literacy program implemented in identified 2<sup>nd</sup> grade classrooms</li> </ul>

## Eastvalley 2018-2019 Strategic Plan

	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> <li>• Implementation of 20 Day tutoring for students who are not performing at grade level.</li> <li>• Implementation of Read180 lab for EIP students in 4<sup>th</sup> and 5<sup>th</sup> grade who scored a level 1 or 2 in ELA section of 2018 Milestones.</li> <li>• Sojourn Church members volunteering to tutor our ESL students in foundational language and number sense skills.</li> </ul>	<p>-Reading Inventory Scores, Iowa reading scores, and 2019 Milestones</p> <p>-Key Trends data report in FETCH</p>	<ul style="list-style-type: none"> <li>✓ Established Leader in Me academic goal of all students meeting their individual reading goal by May 2018.</li> <li>✓ Max Scholar implementation in specified 2<sup>nd</sup> grade classrooms</li> <li>✓ 20 Day “Double Dip” instruction in reading and math for identified 3<sup>rd</sup>-5<sup>th</sup> grade students.</li> </ul>
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### Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent’s Priorities</i>	<i>District Initiatives</i>	<p><b>Local School Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Results of Key Actions from last year’s plan:</b> (<u>Due September 1</u>)</p>
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ul style="list-style-type: none"> <li>• Conduct and analyze the Georgia Climate survey data to identify building-wide areas of strength and needs for improvement.</li> <li>• Conduct monthly PTA/Foundation Board meetings.</li> <li>• Collaboration between staff and community members within the Foundation Grant Board to identify financial priority for academic needs.</li> <li>• Hold election for new School Council Committee positions with parent and business leader nominations</li> </ul>	<p>-Georgia Climate survey results</p> <p>-Meeting minutes from Foundation/PTA meetings</p> <p>-School Council Committee election results</p> <p>-Foundation Grant approval list</p>	<ul style="list-style-type: none"> <li>✓ 5 Star Georgia School Climate rating</li> <li>✓ Over \$6,000 approved in Eastvalley Foundation Grant applications</li> <li>✓ School Council Committee meetings throughout the year (5)</li> </ul>

## Eastvalley 2018-2019 Strategic Plan

	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ul style="list-style-type: none"> <li>• Establish an After School Program Committee to evaluate and improve the quality of ASP.</li> <li>• Establish and implement a Diversity Committee consisting of staff and families to focus monthly building-wide multicultural celebrations throughout the year.</li> </ul>	<p>-After School Committee meeting minutes</p> <p>-Classroom participation in school-wide contests promoted and sponsored by Diversity Committee</p>	<ul style="list-style-type: none"> <li>✓ Sojourn church volunteers tutoring ESOL students</li> <li>✓ International Night celebration and attendance</li> <li>✓ Family Science Night attendance</li> </ul>
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### Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> <li>• Teachers identify area of professional practice for building level leadership and vertical Action Team involvement</li> </ul>	<p>-Professional Learning Goal established in TKES portal</p> <p>-Action Team rosters and meeting minutes</p>	<p>-Vertical Action Teams established for responsibility of building-wide initiatives</p> <p>-Certified staff set professional goal of performing within a Professional Learning Community</p>



## Eastvalley 2018-2019 Strategic Plan

	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"><li>• Grade level team members choose content area of professional learning to receive at the district level (ELA, Math, Science, Social Studies)</li><li>• Teacher selected goals based on Pre-Assessment of the TKES standards</li></ul>	<p>-TKES and LKES formative and summative assessments</p> <p>-TKES Pre-Assessment</p>	<p>-2018-19 Pre-Assessment based on 2017-18 Summative Assessment</p>
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