



	<p>3. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. <b>(S)</b></p>	<ol style="list-style-type: none"> <li>Continue to implement balanced assessments and data reflection process (described above)</li> <li>Train teachers on CTLS assessment tool that includes creation and data review</li> </ol>	<p>Same as above Formative &amp; Summative Data per unit</p>	<p>Administration &amp; Teachers</p>	<p>Training for ELA/Reading teachers on quality rubric development and feedback</p> <p>CTLS Staff Training</p>	<p>Teachers trained on rubric development, but continues to be area of growth</p> <p>CTLS fully implemented</p>	<p>IP</p> <p>M</p>
	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b></p>	<p>In order to continue to implement and refine instructional strategies to improved achievement, professional learning will:</p> <ul style="list-style-type: none"> <li>Utilize best instructional practices- Differentiation, Technology application in classroom, Quad. D Tasks, writing and assessing constructed response, &amp; rubric development</li> <li>Provide 2 structured collaboration days w/subject specific DI training for academic teachers and Sped Teachers in content PLCs to refine unit plans and design common assessments using CTLS</li> <li>Provide training for Sped. Teachers to gain skills in specialized instruction and reflection on student data</li> </ul>	<p>Class observation via TKES</p> <p>Unit plan review</p>	<p>Administration &amp; Teachers</p>	<p>2 Subject Collaboration Days (Cell Tower Funds &amp; Professional Learning Funds)</p>	<p>TKES walkthrough data showed an increased us of D.I., rigor &amp; technology.</p> <p>All subjects participated in 2 Collaboration days</p> <p>Specialized Instruction training occurred monthly</p>	<p>IP</p> <p>M</p> <p>IP</p>
	<p>5. Increase percentage of students reading on grade level. <b>(S)</b> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<ol style="list-style-type: none"> <li>Provide reading to all students in 6<sup>th</sup> &amp; 7<sup>th</sup> grade with appropriate course placement (AC or on-level)</li> <li>Provide Read 180 instruction at 6<sup>th</sup> &amp; 7<sup>th</sup> grade for students reading two grade levels below expectations</li> </ol>	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Informal reading Inventory (QRI 5)</p>	<p>Reading teachers and Diane Hanse</p> <p>Read 180 Teachers</p>	<p>SRI assessment tool</p> <p>Headphones w/mic (7)</p>	<p>Reading &amp; read 180 were fully implemented in 6<sup>th</sup> &amp; 7<sup>th</sup> grades</p>	<p>IP</p> <p>IP</p>

	<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<ol style="list-style-type: none"> <li>1. Implement Math Connections for students struggling at the end of 7<sup>th</sup> grade</li> <li>2. Provide weekly Math Lab for re-teaching</li> <li>3. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors)</li> </ol>	<p>Math Connections-grade profile</p> <p>GA Milestone Scores</p> <p>Percent of students passing grade level math course</p>	<p>Teacher</p> <p>Counselor</p>	<p>20 Day Funds</p> <p>Remediation through USA Test Prep (\$1,987.50-cell tower fund request)</p>	<p>Math Connections implemented for identified students as a result fewer students at level 1 on EOG</p> <p>Math Lab offered to all</p> <p>Socrates offered based on need that targeted RTI/retention candidates</p>	<p>IP</p> <p>IP</p> <p>IP</p>
	<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Utilize the RTI process to support struggling students</li> <li>2. Utilize the Retention process to monitor and support struggling students</li> </ol>	<p>Number of students passing 5 of 7 courses at the end of each semester</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors</p>	<p>20 Day Funds</p>	<p>RTI fully implemented each month to support struggling students</p> <p>The district Retention Timeline was fully implemented</p>	<p>IP</p> <p>IP</p>

	<p><b>8. Other:</b>  <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p> <p>Increase school wide attendance from previous year  Target- fewer than 5 days absent</p>	<ol style="list-style-type: none"> <li>1. Provide student incentives for historically truant students</li> <li>2. Communicate with all stakeholders the negative impact of absences at Open House and through parent email</li> <li>3. Continue to implement the Truancy Intervention Panel Meetings</li> <li>4. Continue to implement the state guidelines for attendance monitoring at 3, 5 &amp; 7 absences</li> </ol>	<ul style="list-style-type: none"> <li>-Attendance Record reviewed monthly</li> <li>-Average daily attendance on dashboard</li> <li>-TIP reports</li> <li>- Attendance Record reviewed</li> </ul>	<p>Clerk, Admin. &amp; counselors</p> <p>Administration</p> <p>Clerk, Admin. social worker &amp; counselors</p> <p>Teachers, Clerk &amp; Admin.</p>	<p>Funding for incentives</p>	<ul style="list-style-type: none"> <li>-Incentives were provided to students per attendance criteria by counselors</li> <li>-Monthly TIP meetings were conducted with parent, counselor, admin. and Social Worker</li> <li>-Counselors, Admin. and implemented the truancy model &amp; monitored attendance weekly</li> </ul>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>
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Long Range Board Goal 2: *Differentiate resources for students based on needs.*

<b>District Focus Areas and Priorities 2016-2019</b>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<b>Focus Priority</b>
<b>Focus Area:</b>	<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 15, 2016)	<b>Status:</b> NM = Not Met IP = In Progress M = Met
<b>Differentiate resources for students based on needs.</b>	Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	<ol style="list-style-type: none"> <li>1. Implement the Coaching Model for special education students in the 8<sup>th</sup> grade</li> <li>2. Transition to the Learning Commons Media Model over the next 3 years</li> <li>3. Continue to implementation of a student mentor for at-risk students to assist/connect with MOID students (KICKS program)</li> </ol>	<p>Data collection and 6 week progress reports</p> <p>Increased patronage of the media center</p> <p>Increased student attendance for at-risk population and improved grades at 6 week progress reports</p>	<p>Sped teachers &amp; Sped Admin.</p> <p>Media Specialist</p> <p>Counselor</p>	<p>N/A</p> <p>Additional Technology for Learning Stations</p>	<p>Coaching model fully implemented</p> <p>Learning Commons is in progress</p> <p>KICKS mentors fully operational</p>	<p>IP</p> <p>IP</p> <p>IP</p>
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
	Provide targeted resources for students: 1. not reading on grade level (Lexile)	<ol style="list-style-type: none"> <li>1. Provide reading to all students in 6<sup>th</sup> &amp; 7<sup>th</sup> grade with appropriate course placement (AC or on-level)</li> <li>2. Provide Read 180 instruction at 6<sup>th</sup> &amp; 7<sup>th</sup> grade for students reading two grade levels below expectations</li> </ol>	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Informal reading Inventory (QRI 5)</p>	<p>Reading teachers and Diane Hanse</p> <p>Read 180 Teachers</p>	<p>SRI assessment tool</p> <p>Headphones w/mic (7)</p>	<p>Reading &amp; Read 180 were fully implemented in grades 6 &amp; 7</p>	<p>IP</p> <p>IP</p>

	2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)	<p>4. Implement Math Connections for students struggling at the end of 7<sup>th</sup> grade</p> <p>5. Provide weekly Math Lab for re-teaching</p> <p>6. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors)</p>	<p>Math Connections-grade profile</p> <p>GA Milestone Scores</p> <p>Percent of students passing grade level math course</p>	<p>Teacher</p> <p>Teacher</p> <p>Counselor</p>	<p>20 Day Funds</p> <p>Remediation through USA Test Prep (\$1,987.50-cell tower fund request)</p>	<p>Math Connections implemented for identified students as a result fewer students at level 1 on EOG</p> <p>Math Lab offered to all</p> <p>Socrates offered based on need that targeted RTI/retention candidates</p>	<p>IP</p> <p>IP</p> <p>IP</p>
	3. not on-track for graduation <b>(S)</b>	<p>7. Utilize the RTI process to support struggling students</p> <p>8. Utilize the Retention process to monitor and support struggling students</p>	<p>Number of students passing 5 of 7 courses at the end of each semester</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors</p>	<p>20 Day Funds</p>	<p>-RTI fully implemented each month to support struggling students</p> <p>-Retention follows district timeline</p>	<p>IP</p> <p>IP</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. <b>(AD)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)							

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<i><b>Focus Priority</b></i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results of Key Actions:</u> (Due June 15, 2016)	<u>Status:</u> NM = Not Met IP = In Progress M = Met
<b>Develop stakeholder involvement to promote student success.</b>	Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Involve stakeholders through: <ul style="list-style-type: none"> <li>• Monthly Coffee Talks w/Principal</li> <li>• Consistently promoting volunteerism</li> <li>• School Council</li> <li>• LMMS Foundation</li> <li>• Cobb Chamber- Principal for the Day</li> <li>• Participation in PTSA Exec. Board/Committee Chair Meetings</li> <li>• Monthly Hot Topics Parent Meetings</li> <li>• Career Day</li> </ul>	AdvanceED survey data	Principal Principal  Principal Principal Principal  Principal  Counselors  Teachers		All Stakeholder events implemented & attended by parents	IP IP  IP IP IP  IP  IP  IP
	<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)  Refine the Character Ed. Program to decrease student discipline incidents by 10 %	Refine the Character Ed. Program during the 3 <sup>rd</sup> year of implementation to increase an awareness of Bullying Behavior.	Student Survey Data <ul style="list-style-type: none"> <li>• Local survey</li> <li>• AdvanceEd</li> </ul>	AP & Character Ed. Team	Student Recognition Funding  Guest Speaker Funding  Restorative Practices Training (sub funding)	Character Ed. program continues to expand	IP

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

<b><i>District Focus Areas and Priorities 2016-2019</i></b>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<b><i>Focus Priority</i></b>	
<b><u>Focus Area:</u></b>	<b><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</b>	<b><u>Key Actions:</u> (List as many actions as needed in each box.)</b>	<b><u>Measured by:</u> (Formative and/or Summative)</b>	<b><u>Owner(s):</u></b>	<b><u>Resources Needed:</u></b>	<b><u>Results of Key Actions:</u> (Due June 15, 2016)</b>	<b><u>Status:</u> NM = Not Met IP = In Progress M = Met</b>	
<b>Recruit, hire...</b>	Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	<ol style="list-style-type: none"> <li>Ensure that all staff hired are HQ and references indicate that they are top performers.</li> <li>Promote the goal for majority of teachers to hold the gifted endorsement</li> <li>Align Teacher certification w/course taught to FTE</li> </ol>	TKES Data  Percent of staff with gifted certification  FTE/HQ checklist	Principal and Admin.  ALP Coordinator  Principal and Admin.		All staff were HQ  2 Teachers added gifted certification  All certified Teachers aligned to FTE	M  IP  M	
	Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. <b>(IE<sup>2</sup>)</b>		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Support and retain employees for highest levels of excellence.</b>	Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
	Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	See Item 4 above in Goal 1						
	Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

	Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Ensure that the administration and staff is trained to effectively implement the TKES and LKES process with fidelity	Utilize TKES Dynamic Dashboard to monitor walks, observations and data points  Review and discuss teacher self-reflection/survey data	Principal and Admin.		All on Staff on TKES model were trained per the guidelines  Fully implemented per all guidelines	M
	<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.2%
5-Year Graduation Rate (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.8%
Lexile Levels 5 <sup>th</sup> grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	75%	N/A	N/A
Lexile Levels 8 <sup>th</sup> grade (D.S.: CCRPI)	92.5%	90.4%	96%	88.27	N/A	85.8%	N/A
Lexile Levels 11 <sup>th</sup> grade (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
On-Track for Graduation	84.2%	92.1%	97%	TBD	90%	88%	78%
Career Ready	100%	100%	100%	100%	93.6%	99.2%	55%
Advanced Academics	N/A	N/A	55%	TBD	15%	40%	50%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A	82.4%	TBD	89%	76%	73%
CCRPI Score	90.4	93	92.6	87.2	75.7	80	77.7
Iowa Reading Grade 3	N/A	N/A	N/A	N/A	57.5%	N/A	N/A
Iowa Reading Grade 7	N/A	N/A	N/A	70.9%	N/A	47.9%	N/A

# Middle School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
<b>Lexile Levels Middle Schools</b>	Percent of students in grade 6, 7, 8 achieving a Lexile measure greater than or equal to the following on the EOG: grade 6: 917, grade 7: 984, grade 8: 1050	Students scoring a Lexile measure ≥ 917 (6th) ≥ 984 (7th) ≥ 1050 (8th)	Students with a valid Lexile score on the EOG	Data for this element is extracted from the EOG data file and include students with valid scores.
<b>On-Track for Graduation</b>	Percent of students in grade 8 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)	Unduplicated count of grade 8 students passing courses in four core content areas (ELA, Math, Science, Social Studies, and World Language)	Total enrollment in grade 8	Data extracted from Synergy Gradebook
<b>Career Ready</b>	Percent of students with a complete state-defined Individual Graduation Plan by the end of grade 8	Unduplicated count of students in grade 8 with a complete IGP	Total enrollment in grade 8	Will be collected via Student Records
<b>Advanced Academics</b>	Percent of students enrolled in Middle School AC classes	Unduplicated count of students in grades 6-8 enrolled in Middle School AC classes	Total Enrollment of grades 6-8	Course information in Synergy
<b>Stakeholder Satisfaction</b>	Aggregate of all positive responses to all items included on the AdvancEd surveys (parents, students, staff)	Number of positive ("Strongly Agree" and "Agree") responses on the AdvancEd surveys	Total number of responses excluding "No Answer" or "No Basis to Judge"	School Improvement Survey Report, Page 2 - Provided by the Office of Accountability
<b>Iowa Reading Grade 7</b>	Percentage of students in grade 7, scoring on-grade level in reading	Number of 7 <sup>th</sup> grade students scoring on-grading in reading	Number of 7 <sup>th</sup> grade students with a valid test score in reading	Riverside Data Manager
<b>CCRPI</b>	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE