



# Milford's 2017-18 Cobb Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><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><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 r 1)</b></p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>1. Collaborate weekly during curriculum meetings to design, adjust, and collaborate in instruction.</p> <p>2. Collaborate in bi-weekly data meetings to monitor progress in language arts and math.</p>	<p>1. Formative assessments in language arts and math</p> <p>2. RI and MI assessments; CTLS assessments; DRA/Running Records</p>	<p>1. Academic Coach and teachers</p> <p>2. Academic Coach and teachers</p>	<p>1. Curriculum Maps &amp; Instructional Guides</p> <p>2. Curriculum map</p>		
<p><i>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)</i></p>	<p>1. Collect student data to monitor reading and math progress quarterly</p> <p>2. Create, implement, and revise Grade level common assessments in ELA, Math and Science</p> <p>3. Continue to collaboratively score student writing across grade levels</p>	<p>1. CTLS Assessments; DRA; running records; RI/MI</p> <p>2. CTLS Data</p> <p>3. Cobb County Writing Rubrics</p>	<p>1. Classroom teachers</p> <p>2. Classroom teachers &amp; Academic Coach</p> <p>3. Classroom teachers &amp; Academic Coach</p>	<p>1. Professional Development refresher on assessments</p> <p>2. CTLS assessment training</p> <p>3. Copies of rubrics for each genre</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. <b>(LD)</b></p>	<ol style="list-style-type: none"> <li>1. Collaborate weekly for literacy and math to unpack standards</li> <li>2. Conduct grade level "Focus Walks"</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom walk-throughs</li> <li>2. "Focus Walk" feedback forms</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Coach &amp; classroom teachers</li> <li>2. Principal</li> </ol>	<ol style="list-style-type: none"> <li>1. CTLS training</li> <li>2. "Focus Walk" feedback form</li> </ol>		
<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<ol style="list-style-type: none"> <li>1. Implement guided reading in every classroom</li> <li>2. Implement Leveled Literacy Instruction for ELL students</li> <li>3. Provide tutorial services for students that fall below reading level</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson plans &amp; walk-throughs</li> <li>2. Lesson plans &amp; walk-throughs</li> <li>3. Data from students receiving tutorial services</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Coach</li> <li>2. ESOL teachers</li> <li>3. Academic Coach</li> </ol>	<ol style="list-style-type: none"> <li>1. Leveled libraries for guided reading</li> <li>2. Leveled Literacy Materials</li> <li>3. Read 180 materials</li> </ol>		
<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>	<ol style="list-style-type: none"> <li>1. Provide after school tutorial for students that fall below their grade level in math</li> <li>2. Implement Conceptua Math in 3<sup>rd</sup> – 5<sup>th</sup> grades</li> <li>3. Utilize Focus Intervention for students that qualify for EIP services</li> </ol>	<ol style="list-style-type: none"> <li>1. Data from students receiving tutorial services</li> <li>2. Conceptua data</li> <li>3. Focused Intervention data</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Coach</li> <li>2. Academic Coach</li> <li>3. EIP teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Math manipulatives</li> <li>2. Conceptua training</li> <li>3. Focus Intervention Kits</li> </ol>		
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Conduct Data Team meetings to monitor student progress</li> <li>2. Participate in curriculum PLC's to learn intervention strategies for students scoring below grade level</li> <li>3. Implement flexible grouping for guided reading and guided math</li> </ol>	<ol style="list-style-type: none"> <li>1. Data wall &amp; team data notebooks</li> <li>2. Classroom walk-throughs</li> <li>3. Lesson plans &amp; classroom walkthroughs</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Academic Coach</li> <li>3. Classroom teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. n/a</li> <li>2. CTLS</li> <li>3. Leveled reading materials and math manipulatives</li> </ol>		



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

<b>District Focus Priorities 2016-2019</b>  <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)					
	<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 "SWAG" (Students With a GOAL) attendance program	Monthly attendance data	Principal	Attendance reports and prizes		
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. Provide tutors for 20 Additional Day tutoring 2. Provide tutors for 20 Additional Day tutoring 3. Support Special Education, ELL, and RTI intervention	1. SRI data 2. SMI data 3. SRI & SMI data	1. Tutors 2. Tutors 3. Support Staff	1. Leveled book library 2. math manipulatives and Conceptua math training 3. n/a		
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> )	1. Provide an after school Advanced Math Academy twice a week 2. Provide instruction on stock market and computer coding for students that excel academically in 5 <sup>th</sup> grade	1. Teacher formative assessment 2. Stock market vocabulary and computation assessments; coding rubric	1. Academic Coach 2. Academic Coach			



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<b>Other:</b> (Priorities specific to school.)						
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p><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:</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>	<ol style="list-style-type: none"> <li>1. Use stakeholder survey input to increase involvement and student achievement</li> <li>2. Use Title I Parent survey input to increase involvement and student achievement</li> <li>3. Continue Involvement in monthly meetings with PTA to determine instructional use for fundraising money</li> <li>4. School Council – continue involvement in Osborne Feeder Council</li> </ol>	<ol style="list-style-type: none"> <li>1. survey results</li> <li>2. survey results</li> <li>3. feedback from PTA meetings</li> <li>4. school council notes</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal &amp; Parent Facilitator</li> <li>2. Parent Facilitator</li> <li>3. PTA board</li> <li>4. Member of school council</li> </ol>	<ol style="list-style-type: none"> <li>1. surveys</li> <li>2. surveys</li> <li>3. n/a</li> <li>4. n/a</li> </ol>		



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Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<ol style="list-style-type: none"> <li>1. Plaza de Comunitaria</li> <li>2. Promote PTA events that provide opportunities for families to enjoy time together</li> <li>3. NorthStar Psychological Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from participants</li> <li>2. parent surveys</li> <li>3. feedback from participants</li> </ol>	<ol style="list-style-type: none"> <li>1. Community &amp; Family Support Facilitator</li> <li>2. PTA board</li> <li>3. School Counselor</li> </ol>	<ol style="list-style-type: none"> <li>1. computers, curriculum support resources</li> <li>2. surveys</li> <li>3. n/a</li> </ol>		
<b>Other:</b> (Priorities specific to school.)						

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

<b>District Focus Priorities 2016-2019</b>  <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)						<b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational
	<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>	Develop a collaboration/professional learning calendar that ensures a rigorous environment of differentiation and support personnel	Individual feedback, data analysis, classroom walkthroughs to observe differentiation strategies	Principal, Assistant Principal, Academic Coach	CTLIS Training			
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	Identify and examine standards in which teachers are in need of improvement through the pre-conference and self-reflection with teachers; use student data to adjust goals at mid-year conference	TKES Data	Principal, Assistant Principal, SSA	District support through the evaluation department			
<b>Other:</b> (Specific to school.)							



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