



Barber Middle School 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>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>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Use formative assessment data to differentiate instruction and create flexible groups using CTLS and common assessments to guide instruction.</p>	<p>CTLS data, SLO data, common assessment data</p>	<p>Teachers, Admin</p>	<p>N/A</p>		
<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>Barber is a Cohort 4 CTLS school, and the staff is receiving ongoing training from the TTIS throughout the year on prescheduled professional learning days (Wednesdays). Language Arts and Math teachers will administer Touchstones while Science and Social Studies will devise common assessments.</p>	<p>TKES observations, common assessment data Touchstones, Milestones and RI/MI data</p>	<p>Teachers, Admin</p>	<p>SFSD, Cell tower, and Title I funds for content release days</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>Provide 1 content release day per semester to continue learning about PLC's, data analysis for common assessment, CTLS training, and lesson planning.</p> <p>Content PLC's meet weekly to collaborate with a focus on learning and data results.</p>	<p>CTLS data, common assessment data, lesson plans Agenda, minutes, student performance</p>	<p>Admin, Teachers</p>	<p>SFSD, Cell tower, and Title I funds N/A</p>		



Barber Middle School 2017-18 Cobb Strategic Plan

<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>Implement Read 180/Systems 44 in 6th and 7th grade to students who scored Below Basic and Basic on the Reading Inventory or Milestones.</p> <p>All students will use lexiled passages in Springboard, NewsELA, and/or Readworks to meet them at their lexile/literacy level and move them forward.</p> <p>ELL students use WIDA standards and components of Read 180/Systems 44.</p> <p>Students identified as Below Basic on the Reading Inventory will be placed on RTI and Extended Day will be offered to them.</p> <p>All content area teachers will use the RACE reading comprehension rubric/writing rubric to capture students' understanding in writing.</p>	<p>Read 180/Systems 44 data</p> <p>Springboard assessment</p> <p>ACCESS testing performance Reading Inventory /Milestone data RACE rubric performance</p>	<p>Read 180 Teachers, Academic Coach, Admin Language Arts teachers</p> <p>ESOL Teacher, Admin Academic Coach, Counselors Teachers</p>	<p>District</p> <p>District</p> <p>N/A</p> <p>20-Day Funds</p>		
--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	--	--



Barber Middle School 2017-18 Cobb Strategic Plan

<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>Students scoring at Below Basic and Basic are scheduled into Math 180 and/or Math Connections.</p> <p>Extended Day provided to students in the bottom quartile and/or students in danger of failing. Focused Math Intervention to be implemented with students.</p> <p>Use CTLS Touchstones and other common assessments to gauge student conceptual understanding.</p> <p>Before school tutoring for students who demonstrate deficits in math and/or Algebra I will be offered.</p> <p>Offer Munch & Math, Holiday Lunch & Learn, and Family Nights.</p>	<p>MI performance</p> <p>Focused Math Intervention results</p> <p>CTLS data</p> <p>Grades</p> <p>N/A</p>	<p>Math Teachers and/or Math Connections Teachers, Academic Coach, Admin, Parent Liaison</p>	<p>District</p> <p>20-Day Funds</p> <p>N/A</p> <p>N/A</p> <p>20-Day, Title I Funds</p> <p>Title I Funds</p>		
<p>6. Increase number of students academically completing every grade. (S)</p>	<p>The time period for grades were changed from semesters to quarters to decrease the number of students on the retention list.</p> <p>Students will participate in 7 Habits of Highly Effective Teens Classroom Guidance lessons.</p> <p>Students experiencing academic difficulty will be monitored and provided interventions through tutoring, RTI, Extended Day, and scheduling of appropriate Extended Learning Time (ELT) period.</p>	<p>Grades</p> <p>Grades, Discipline reports</p> <p>Student data</p>	<p>Scheduler</p> <p>Counselors</p> <p>Academic Coach, Teachers, Counselors</p>	<p>N/A</p> <p>Counseling funds</p> <p>20-Day, Title I funds</p>		
<p>7. Other: (Priorities specific to school.)</p>						



Barber Middle School 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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>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><u>Focus Priority Status:</u> 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>	<p>Continue implementation of Barber Academy (Blended Learning proposal for interdisciplinary teaching and integration of technology for targeted students).</p>	<p>RI/MI performance, Milestones data, common assessment data</p>	<p>Academy Teachers, Admin</p>	<p>N/A</p>		



Barber Middle School 2017-18 Cobb Strategic Plan

<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 Read 180/Systems 44 for students identified as Below Basic and Basic on the Reading Inventory. Use appropriate lexiled passages within Springboard as well as ReadWorks or NewsELA to identify articles applicable to designated content area. 2. Implement Math 180 for students identified as Below Basic and Basic on the Math Inventory. Additionally, place students who demonstrated deficits on Math Milestones in Math Connections. Utilize Focused Math Intervention with students identified to participate in Extended Day. 3. Meet monthly to discuss, identify and implement strategies through RTI to encourage students be successful. 	<p>Read 180/Systems 44 usage reports and student data</p> <p>Math 180/MobyMax usage reports and student data</p> <p>Data points on RTI graph</p>	<p>Admin, Read 180 Teachers, Academic Coach, All Teachers</p> <p>Admin, Math 180 and Math Connections Teachers, Academic Coach</p> <p>Admin, Counselors, Teachers</p>	<p>District</p> <p>District</p> <p>Title I</p> <p>N/A</p>		
<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. (AD)</p>	<ol style="list-style-type: none"> 1. Students are provided opportunities to earn high school credit through Spanish, Physical Science, and Algebra I. 2. Eight teachers are currently in the gifted endorsement program; therefore, an increased number of students are exposed to CCSD Advanced Learning Program Differentiation Strategies for Advanced Learners. 					
<p>Other: (Priorities specific to school.)</p>						



Barber Middle School 2017-18 Cobb Strategic Plan

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

<i>District Focus Priorities 2016-2019</i>	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
<p style="text-align: center;"><u>Focus Priorities:</u></p> <p>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p style="text-align: center;">Key Actions:</p> <p>(List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p style="text-align: center;">Results</p> <p style="text-align: center;">of Key Actions from last year's plan:</p> <p style="text-align: center;"><u>(Due September 1)</u></p>	<p style="text-align: center;"><u>Focus Priority Status:</u></p> <p>IP = In Progress</p> <p>FO = Fully Operational</p>



Barber Middle School 2017-18 Cobb Strategic Plan

Utilize stakeholder input to improve school processes. (AdvED)	<p>Guiding Coalition which includes content leads and other teacher leaders and parents have an opportunity to share input regarding school processes. Stakeholder survey data, input in professional learning communities, and input from parents during Principal Coffee & Conversation as well as Title I Input meetings have been used to enhance current school practices.</p>	<p>Agenda, minutes</p>	<p>Admin, Guiding Coalition Members</p>	<p>N/A</p>			
	<p>Student Input: -Students selected Student Council representatives to represent concerns which will be discussed and shared with administration. -Students complete GA School Climate Survey.</p>	<p>Student Council Election Results</p>	<p>Student Council Sponsors, Admin</p>	<p>N/A</p>			
	<p>Staff Input: -Guiding Coalition meets monthly to discuss professional learning communities and any content/grade level concerns. -RTI2 meets monthly to address student deficits and interventions. -PLCs meet weekly to create lesson plans, common assessments, and plans for instruction, accelerated interventions, and extension. -Grade level meetings held twice monthly to address grade level concerns and needs. - Staff completes GA School Climate Survey.</p>	<p>Survey Results</p>	<p>Agenda, minutes, RTI Portal</p>	<p>Admin, Guiding Coalition Counselors PLC Lead Teachers</p>	<p>N/A</p>		
	<p>Parent Input: - Parents complete GA School Climate Survey. -Parents are invited to attend Principal Coffee & Conversation. -Parents are invited to attend and participate in Title I Input meetings. -Open door policy with administration is available.</p>	<p>Agenda, minutes</p>	<p>Grade Level Lead Admin</p>	<p>Admin</p>	<p>N/A</p>		
		<p>Survey Results</p>	<p>Parent Liaison</p>				
		<p>Sign-in sheets</p>					



Barber Middle School 2017-18 Cobb Strategic Plan

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Parent Liaison in conjunction with administration, academic coach, and other leaders devised the BARBER MIDDLE SCHOOL 2017-2018 Family Engagement Activities which includes multiple opportunities for parents to interact with administration (Principal Coffee and Conversation, State of the School, School Improvement Forums), opportunities to learn more about what students are learning in content areas (Family Nights, Munch & Learn, Holiday Lunch & Learn), opportunities for the school to go to the community (Barber on the Road).</p> <p>Barber Weekly Update emailed to families every Thursday.</p> <p>Text messages sent as reminders weekly.</p> <p>Promote PTSA participation and volunteerism.</p> <p>Establish a father’s group that creates a presence in our building, provides additional help with supervision during transitions and lunch.</p>	<p>Sign-in Sheets</p> <p>Blackboard Connect</p> <p>Membership, Sign-up Sheets</p> <p>Sign-up Sheets, Participation</p>	<p>Admin, Parent Liaison, Academic Coach</p> <p>Admin, Parent Liaison Admin</p> <p>Admin, PTSA</p> <p>Admin, Parent</p>	<p>Title I Parent Engagement Funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>		
<p>Other: (Priorities specific to school.)</p>						



Barber Middle School 2017-18 Cobb Strategic Plan

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 <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational



Barber Middle School 2017-18 Cobb Strategic Plan

<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Monthly meeting held with special education teachers and SSA to assist in paperwork, meeting timelines, and addressing questions and/or concerns.</p>	<p>Agenda, minutes</p>	<p>SSA</p>	<p>N/A</p>		
	<p>Monthly RTI2 meetings held to address student progress monitoring.</p>	<p>Student progress on designated assessments CTLS usage reports CTLS Survey</p>	<p>Counselors</p>	<p>N/A</p>		
	<p>Prescheduled professional development meetings provided to learn about and implement CTLS- flexible formative assessments.</p>	<p>Collab agenda and minutes</p>	<p>TTIS, Admin, Academic Coach PLC Lead Teacher, Admin</p>	<p>N/A</p>		
	<p>Weekly PLC meetings held within content areas to address instructional strategies, student progress monitoring, etc.</p>	<p>N/A</p>	<p>Academic Coach</p>	<p>N/A</p>		
	<p>All new staff members are assigned a mentor and are supported by academic coach in the areas of strategies, modeling, and management.</p>	<p>Agenda, minutes, student data</p>	<p>Admin, Dept. Lead</p>	<p>SFSD, Cell tower, Title I funds</p>		
	<p>Content release days provided to allow professional learning communities to devise plans to include instructional strategies, assessments, etc.</p>					



Barber Middle School 2017-18 Cobb Strategic Plan

<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Use 16-17 summative evaluations, formative evaluations, self-assessment, walkthroughs, and observations to determine level of need based on standards and provide professional learning to address it.</p> <p>Differentiation training held during preplanning.</p> <p>Other critical TKES standards training will be held throughout the year via video and/or face-to-face to address staff needs and provide familiarization.</p>	<p>Summative and/or formative evaluations, self-assessment, walkthroughs Observations</p> <p>Observations</p>	<p>Admin</p> <p>J. Collins</p> <p>Admin</p>	<p>TKES Platform Professional Learning Opportunities</p>		
<p>Other: (Specific to school.)</p>						