



# Cooper 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 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>	<ul style="list-style-type: none"> <li>• Collaborate through the PLC Process</li> <li>• Lesson Plans</li> <li>• Rotate 6 week intervention</li> <li>• Provide a two-hour PD for teachers with visual examples of expectations for TKES</li> </ul>	<p>Collaboration Minutes</p>	<p>Teachers Coaches Admin</p>	<p>Dedicated PLC Time</p>	<p>The Admin team worked with Jennifer Gates to plan and deliver a 2 hour PD session for teachers on the evaluation of TKES standards. -The Focused lesson model checklist was used to assess teacher's instructional delivery. We monitored RI results and had a 25 book Reading Campaign. -Lesson plans were reviewed every two weeks with a lesson plan checklist</p>	



# Cooper Middle School 2017-18 Cobb Strategic Plan

<p>2. <i>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>	<ul style="list-style-type: none"> <li>• PLC Process</li> <li>• Create and use common assessments</li> <li>• Data driven decision making</li> <li>• (RTI)<sup>2</sup></li> </ul>	<p>Collaboration Minutes</p>	<p>Teachers Coaches Admin</p>	<p>RI &amp; MI</p>	<p>RI and MI were administered and monitored 3x during the year along with the use of CTLS and USA test prep. -Teachers utilized common assessments to monitor student learning and data was placed in CTLS. USA Test Prep</p>	
<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<ul style="list-style-type: none"> <li>• Weekly PLC Meetings with Norms, Goals and an agenda</li> <li>• Write SMART Goals</li> <li>• Focus on Learning, Collaboration, and Utilize Results of Data</li> <li>• PLC Plan</li> <li>• Three year goals for PLC implementation</li> <li>• Support Services for weekly Tier I intervention</li> <li>• External Collaboration for Singletons</li> </ul>	<p>Collaboration Minutes</p>	<p>All teachers Coaches and Admin</p>	<p>Dedicated PLC Time PLC Training</p>	<p>-A PD schedule was established and academic coaches and district personnel provided regular PD. -Teachers in all content areas attended local and regional training- Athens-SS, Rock Eagle-Math, etc. -Weekly collaboration on Tuesdays occurred to develop common assessments and review results, remediate and enrich, etc.</p>	

## Cooper Middle School 2017-18 Cobb Strategic Plan

<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> <li>• Breakfast Club- Two days before school tutoring for 6<sup>th</sup> grade students in the Bottom Quartile in RI</li> <li>• Read 180 expanded throughout the school</li> <li>• PLC Process</li> <li>• Goal Setting Meeting (Cooper PAWS)- Parents developing SMART goals and receiving resources on how to help their students</li> <li>• Reading Tutor</li> <li>• (RTI)<sup>2</sup></li> </ul>	<p>RI Scores/ Lexile Levels</p>	<p>ELA, SS, Science teachers and all teachers, coaches and admin</p>	<p>Designate weekly independent reading time Read 180 classes</p>	<p>-RTI strategies were implemented but further work is needed. -Sped students received small group reading and the Reading Campaign was implemented with reminders given throughout the year and rewards at the end of the year. -a 7<sup>th</sup> grade reading tutor was hired halfway through the year</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>	<ul style="list-style-type: none"> <li>• Use of MI for proper student placement</li> <li>• Math Support during third period</li> <li>• 3 math tutors- one per grade level</li> <li>• (RTI)<sup>2</sup></li> <li>• Goal Setting Meeting (Cooper PAWS)- Parents will learn how to read the RI and MI reports, set SMART goals and receive resources for home support</li> </ul>	<p>MI Scores</p>	<p>Math teachers and coaches</p>	<p>Title I funds</p>	<p>-RTI strategies were implemented but further work is needed -Two math teachers were hired. -Weekly collaboration occurred throughout the year to develop and ensure student progress with common assessments</p>	

# Cooper Middle School 2017-18 Cobb Strategic Plan

<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> <li>Teachers providing support during one planning period (8<sup>th</sup> grade)</li> <li>SPED assisting w/ 3<sup>rd</sup> period foundational skills</li> <li>Cooper PAWS- Parents developing SMART goals for their students and receiving resources to help them at home</li> <li>Cooper Completion Session during lunch time</li> <li>Small group sessions with counselors</li> <li>Regular monitoring of progress reports and report card grades</li> </ul>	<p>Progress reports RTI &amp; SPED data Results of common assessments</p>	<p>Teachers, coaches, counselors and admin</p>	<p>20-day funds</p>	<p>RTI strategies were implemented but further work is needed. -We shared the grade distribution data and had conversations with teachers - Due to the difficulty with hiring qualified candidates, this plan was eliminated but Bubble students in SS/Sci were pulled during Connections for a month. -Saturday Academy classes were held for all four content areas</p>	
<p>7. Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> <li>Reduce the percentage of discipline referrals per month by 5 percent</li> </ul>	<p>Monthly discipline report through CSIS and PBIS monitoring</p>	<p>All students, staff, and parents</p>	<p>None</p>	<p>We rewrote our vision and mission, developed Norms and Collective Commitments. Weekly Collaboration with agendas were held. -Received State and AdvancEd STEM certification -Letters and meetings were held with parents of students who had truancy concerns. -Second full year of PBIS implementation</p>	

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

<p style="text-align: center;">District Focus Priorities 2016-2019</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>
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# Cooper Middle School 2017-18 Cobb Strategic Plan

<p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>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></p>	<ol style="list-style-type: none"> <li>1. Transform Media Center into a Learning Commons</li> <li>2. Collaborate with Clarkdale and Powder Springs Elementary</li> </ol>	<p>Increase usage of media center by students and teachers Percentage of students taking Math 6/7</p>	<p>Media Specialist  Admin teachers and elementary principals</p>	<p>SPLOST and Foundation funds  20 day funds</p>	<p>Splost V was approved and the foundation and school provided funds for small purchases of furniture -The Clarkdale collaboration continued all year for Math collaboration and for a part of the year with Powder Springs</p>	



# Cooper Middle School 2017-18 Cobb Strategic Plan

<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Provide 1.5 full time read 180 teachers and Read 180 support for all grade levels during third period, before school reading tutors for 6<sup>th</sup> graders in the Bottom Quartile and an at-large reading tutor and a full time reading coach</li> <li>2. Provide three 3.5 hour/day math tutors (one per grade level), math support during third period, a full time math support teacher and Sped students in small group math</li> <li>3. Monitor Sped classes, RTI process and common assessments</li> <li>4. Cooper Completion Sessions (CCS)</li> </ol>	<p>Decrease in percentage of students failing; higher performance on common assessments</p> <p>Decrease in percentage of students failing math; higher performance on common assessments in math</p> <p>Weekly opportunities for students who have not completed homework and classwork</p>	<p>All teachers</p> <p>Math teachers</p> <p>Administrators and Counselors</p> <p>Teachers, coaches, admin, counselors and tutors</p>	<p>20 day funds for tutors</p>	<p>-We had 1.5 Read 180 teachers and ELA and SS teachers providing Read 180 instruction during 3<sup>rd</sup> period which also included Sped small groups</p> <p>-We had 1.0 Math Connections teacher and 3<sup>rd</sup> period math support classes as well as 7<sup>th</sup> and 8<sup>th</sup> grade math tutors who worked 3-5 days a week all year.</p> <p>-Sped classes, RTI and common assessments were monitored and supported. RTI meetings were held twice monthly.</p> <p>- The girl's and boy's mentoring programs were implemented.</p> <p>-The 6<sup>th</sup> grade Breakfast Club reading program continued throughout the year with a parent meeting held to inform parents of students' progress</p>
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# Cooper Middle School 2017-18 Cobb Strategic Plan

<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></p>	<ul style="list-style-type: none"> <li>*Read 180 teachers (all grades)</li> <li>*1 ELA and 1 math tutor</li> <li>*3 Math tutors</li> <li>*Small group math support</li> <li>*RTI Tier I, II and III overhaul</li> <li>*Common assessments</li> <li>*STEM Academy and addition of two classes</li> <li>*Expansion of the number of AC teachers</li> <li>*GEMS and Male Mentoring programs</li> <li>*Before school reading program for 6<sup>th</sup> grade possibly 7<sup>th</sup></li> </ul>	<p>Increase in RI &amp; MI scores</p> <p>Decrease in percentage of students failing</p> <p>Increase in the number of students eligible for STEM Academy and AC classes</p>	<p>All teachers, counselors, coaches and admin</p>	<p>20 day and Title I funds</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>	<p>Full implementation of Year 1 PLC</p>	<p>Results of Common assessment, GA Milestones Results of end of year surveys</p>	<p>All staff</p>	<p>Title I and II funds for PD</p>	<p>We received State STEM certification in December. -We implemented the collaborative portion of the PLC process and will begin the school year with information and discussions about the process and its components</p>	

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

<p><i>District Focus Priorities 2016-2019</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>
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# Cooper Middle School 2017-18 Cobb Strategic Plan

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Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<b>CCRPI, AdvanEd and Title 1 survey</b>	Survey results	All staff	N/A	We have not received the results of the Parent Surveys	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	6 <sup>th</sup> grade parents first day of school breakfast and Q & A session PTSA meetings Monthly Chat and Chew with parents School council meetings Cooper PAWS Night- Fall and winter sessions STEM Night Quarterly Academic Assemblies Honor's Nights and Rites of Passage for 8 <sup>th</sup> grade 8 <sup>th</sup> grade parent nights	Comments, suggestions, and surveys	All staff and parents	Title I funds for childcare	The PTSA determined the topics for the monthly Chat and Chews including an Internet safety presenter. -It was difficult securing enough members for the School Council this year -Open house was separated into two nights. -Two Reading meetings were held with parents- AM and PM to discuss RI scores for students who didn't show 50 points growth. Two 8 <sup>th</sup> grade info sessions were held with parents to discuss All content areas. -Honor's Nights were separated -Monthly Student of the Month Celebrations were held	





# Cooper Middle School 2017-18 Cobb Strategic Plan

<b>Other:</b> (Priorities specific to school.)	Summer Summit for parents and stakeholders	Comments and suggestions	Admin, staff, and parents	N/A	The Parent Summer Summit was held last year and one has been scheduled for this summer	
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## Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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# Cooper 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. <b>(AD)</b></p>	<p>Continue to work with the Academic coaches, subject area leaders and administrators to teach, model and monitor our Focused Lesson Model and non-negotiable standards based classroom checklist</p> <p>Three teachers are registered for the class gifted endorsement, two are enrolled in the coaches' endorsement and one in the leadership academy</p>	<p>Walkthroughs, observations, evaluations, end of year surveys, results of GA Milestones</p>	<p>All staff</p>	<p>None</p>	<p>Four teachers completed the gifted endorsement class and 5 teachers will be completing it this year.</p>	
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<p>Conduct a TKES video training with the focus on standards 3, 4, 7, and 8</p> <p>Use individual professional growth goals from TKES to determine professional development needs for teachers</p> <p>The academic coaches will be responsible for conducting PD twice a month during the school day for teachers throughout the year</p>	<p>Walkthroughs, observations, evaluations, end of year surveys, results of GA Milestones</p>	<p>All staff</p>	<p>None</p>	<p>The Academic coaches provided PD twice a month throughout the year on strategies, collaboration occurred weekly, and RTI twice a month. A TKES training with videos was conducted and standards 3, 4, 7, and 8 were the focus</p>	
<p><b>Other:</b> (Specific to school.)</p>	<p>Development of our PLC culture</p>	<p>Review of the PLC implementation plan to determine steps completed</p>	<p>All staff</p>	<p>None</p>	<p>This wasn't the goal last year</p>	