



Daniell 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>	<ul style="list-style-type: none"> • Utilize PLC planning process for all teachers • Utilize PLC meeting log template for all PLCs • Utilize PLC unit planning template including both common assessment and accelerated intervention for all PLCs • Train staff on PLC procedures and tools 	<ul style="list-style-type: none"> • PLC Unit Plan • PLC Collaboration Log • PLC • Formative Assessment Analysis Tool 	<p>Teachers, Admin, TTIS</p>	<ul style="list-style-type: none"> • OneNote training • CTLS training • Grade Level PLC Training 	<ul style="list-style-type: none"> • Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. • The FFAS was implemented with training from our TTIS. • The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs 	<p>IP</p>



Daniell Middle School 2017-18 Cobb Strategic Plan

<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>	<ul style="list-style-type: none"> Utilize PLC planning process for all teachers Utilize PLC meeting log template for all PLCs Utilize PLC unit planning template including both common assessment and accelerated intervention for all PLCs Train staff on PLC procedures and tools Implement quarterly common assessment calendar 	<ul style="list-style-type: none"> PLC Unit Plan PLC Collaboration Log PLC Formative Assessment Analysis Tool 	<p>Teachers, Admin, TTIS</p>	<ul style="list-style-type: none"> OneNote training CTLS Training Grade Level PLC Training PLC Unit Plan, PLC Collaboration Log, PLC Formative Assessment Analysis Tool Daniell Common Formative Assessment Calendar 	<ul style="list-style-type: none"> Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. The FFAS was implemented with training from our TTIS. The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs 	<p>IP</p>
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ol style="list-style-type: none"> Provide school wide protected PLC day each week. Provide professional learning on the following: <ul style="list-style-type: none"> Cobb County PLC Timeline PLC Norms & Collective Commitments Daniell PLC Unit Plan Template Daniell PLC Meeting Log Daniell Formative Assessment Analysis Tool PLC Best Practices 	<ul style="list-style-type: none"> PLC Unit Plan PLC Collaboration Log PLC Formative Assessment Analysis Tool 	<p>Teachers, Admin, TTIS</p>	<ul style="list-style-type: none"> OneNote training Grade Level PLC Training PLC Unit Plan PLC Collaboration Log PLC Formative Assessment Analysis Tool 	<ul style="list-style-type: none"> Professional Learning was provided on PBL, CTLS/FFAS, nonlinguistic representation, but more is needed on SAMR and Hannel's Effective Questioning. 	<p>IP</p>



Daniell 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>	<ul style="list-style-type: none"> • Develop resources and schedule for additional Read 180 classes • Create and implement 6th & 7th grade reading programs • Deliver professional development on balanced literacy strategies across all content areas • Provide access to USA TestPrep to all students • Monitor and recognize student progress to increase Lexile scores 	<ul style="list-style-type: none"> • Reading Inventory (RI) • Read 180 • System 44 	<p>Teachers, Admin, Professional Learning Specialists</p>	<ul style="list-style-type: none"> • Reading Inventory (RI) • Read 180 • System 44 • Lexile Training • USA TestPrep subscription 	<ul style="list-style-type: none"> • The RI was administered three times throughout the school year • Read 180 and RI was implemented and used in the Language Arts Fundamentals class. • ELL students received specialized instruction in Science and ELA using WIDA standards. 	<p>IP</p>
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Daniell 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>	<ul style="list-style-type: none"> • Create and implement Math 180 program for students in 6th grade • Use of Math PLCs to plan and implement continuous accelerated intervention cycle • Provide math coaching via professional learning consultant • Provide access to USA TestPrep to all students • Monitor and recognize student progress to increase Quantile scores 	<ul style="list-style-type: none"> • Math 180 • Math Inventory (MI) 	<p>Teachers, Admin, Professional Learning specialist</p>	<ul style="list-style-type: none"> • Math 180 Training • CTLS Training • USA TestPrep Subscription 	<ul style="list-style-type: none"> • The MI was administered three times throughout the school year to identify needs of students. • Professional development was provided on various technology instructional strategies. • The Instructional Parapro was the facilitator for students who take Virtual Learning classes as well as assisting students who are not mastering the standards • Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. • The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs 	<p>IP</p>
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Daniell 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"> • Implement PLC process across all grade levels • Utilize formative assessment data via the PLC to implement ongoing accelerated intervention • Implement advocacy program to establish student goal setting and monitoring • Utilize PLC unit planning template including both common assessment and accelerated intervention in all PLCs • Implement STEM Problem-Based Learning across curricula through Grand Challenges • Create and implement Math 180 program for students in 6th grade • Create and implement Read 180 program for students in 6th & 7th grades • Provide access to USA TestPrep to all students • Provide staff development training on CCSD's 14 Engagement Strategies • Implement RTI² • Create and utilize systems for Lunch Homework Lab and Grade Protection Service 	<ul style="list-style-type: none"> • PLC Unit Plan • PLC Collaboration Log • PLC Formative Assessment Analysis Tool • Student survey data • CCRPI Data Monitoring 	<p>Teachers, Admin</p>	<ul style="list-style-type: none"> • OneNote training • Grade Level PLC Training • PLC Unit Plan • PLC Collaboration Log • PLC Formative Assessment Analysis Tool • STEM / PBL Training • Advocacy Training • Math 180 • Read 180 • USA TestPrep • LHL and GPS 	<ul style="list-style-type: none"> • Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction evidenced through data team log, however, more work is needed to ensure all essential questions are addressed through class instruction. • The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs • Professional Learning was provided on PBL, CTLS/FFAS, nonlinguistic representation, but more is needed on SAMR and Hannel's Effective Questioning. • Read 180 and RI was implemented and used in the Language Arts Fundamentals class 	<p>IP</p>
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Daniell Middle School 2017-18 Cobb Strategic Plan

<p>7. Other: <i>(Priorities specific to school.)</i></p>	<ul style="list-style-type: none"> • Meet the unique needs of adolescent learners through PBIS implementation and student advocacy • Provide access to specialized curricula through Daniell Academic Academies and Virtual Learning • Use Media Specialist as director of Virtual Learning 	<ul style="list-style-type: none"> • Student survey data • School wide discipline data • Class enrollment data 	<p>Teachers, Admin, Professional Learning Specialists, Media Specialist</p>	<ul style="list-style-type: none"> • This We Believe • PBIS Training • Advocacy Training • Daniell Academic Academies • STEM / PBL Training 	<p>N/A</p>	<p>IP</p>
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Daniell 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>	<ul style="list-style-type: none"> • Implement STEM PBL through school wide Grand Challenges • Create and implement Read 180 program for students in 6th grade • Create and implement Math 180 program for students in 6th & 7th grades • Implement school wide student advocacy program 	<ul style="list-style-type: none"> • Common Formative Assessment Data • MI Data • RI Data • CCRPI Data • Student Survey Data 	<p>Teachers, Admin, Media Specialist</p>	<ul style="list-style-type: none"> • STEM PBL Training • System 44 • Read 180 • Math 180 • This We Believe 	<ul style="list-style-type: none"> • This was done via Research & Reading, Math, & Science PBL lessons. • Read 180 and RI was implemented and used in the Language Arts Fundamentals class • The Instructional Parapro provided support with at risk students via a log and assisted with Accelerated Intervention. • The Media Specialist assisted students who are not mastering the standards and met with Math teachers through collaborative planning to infuse technology into plans. 	<p>IP</p>



Daniell 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. Monitor and recognize student progress to increase Lexile scores: <ul style="list-style-type: none"> - System 44 - Read 180 - Reading strategies across curricula - Design and implement new reading classes 2. Monitor and recognize student progress to increase Quantile scores: <ul style="list-style-type: none"> - Math 180 - USA TestPrep? 3. Monitor and recognize student progress to maximize growth: <ul style="list-style-type: none"> - PLC Accelerated Intervention - Lunch Homework Lab - Grade Protection System - Student Advocacy Program 	<ol style="list-style-type: none"> 1. Reading Inventory (MI) 2. Math Inventory (MI), USA TestPrep Data 3. PLC Collab. Log, PLC Unit Template, CCRPI Data, Quarterly grades 	<p>Teachers, Admin</p>	<ul style="list-style-type: none"> • Reading strategy training • USA TestPrep? • System 44 • Read 180 • Math 180 • LHL & GPS Systems • This We Believe 	<ul style="list-style-type: none"> • Read 180 and RI scores were monitored to make instructional and scheduling decisions for students. • The Instructional Parapro assisted students who are not mastering the standards. The special education math focus was advanced through the use of in-school tutoring. • The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs. However, Grade Protection system was not used this year. 	<p>IP</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>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p>Other: (Priorities specific to school.)</p>						



Daniell Middle School 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;">Focus Priorities: (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 style="text-align: center;"><i>Focus Priority Status:</i></p> <p>IP = In Progress FO = Fully Operational</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>		
<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<ul style="list-style-type: none"> • Analyze Stakeholder Survey data to determine needs • Seek input through regularly scheduled School Council meetings • Seek input through regularly scheduled PTSA meetings • Seek input through regularly scheduled Principal's Advisory Board meetings • Seek input through regularly scheduled Teacher Leadership Team meetings • Conduct tours and seek input from local businesses through the North Cobb Business Association • Expand partnerships with Kennesaw State University • Combine school events with parent meetings to increase involvement • Fully implement PBIS program school wide 	<ul style="list-style-type: none"> • Meeting agendas • Innovations and changes in school practices • PBIS BoQ data • Student and staff survey data 	<p>Teachers, Admin, School Council, PTSA, School Counselors</p>	<ul style="list-style-type: none"> • School Council • PTSA • Principal's Advisory Board • Teacher Leadership Team • North Cobb Business Association • PBIS Materials • Materials for the Hot Spot • Ongoing PBIS Training 	<ul style="list-style-type: none"> • Held monthly school council meetings to discuss the direction and focus for the school and garner input for our innovative practices. • Many PTSA meetings were held in conjunction with activities such as plays and concerts. • Quaglia and the school are indirect partners focusing on improving school climate through "voice" survey data. • Articulation opportunities were held 1st semester for upcoming 6th graders this year. • ParentVue training and login was provided to parents at various points throughout the school year. • A "Parent Responsibilities" guideline was not developed. 	<p>IP</p>	



Daniell 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>	<ul style="list-style-type: none"> • Conduct annual Sneak-a-Peek • Conduct annual Open House • Host Daniell Academic Academy Parent Night • Host rising 6th Grade Discover Daniell Night in fall semester • Host rising 6th Grade Welcome to Daniell Night during Spring Semester • Host 8th Grade Parent Night • Host Principal’s Donuts and Coffee with parents • Host informative sessions for Daniell parents, hosted by the counselors once a semester • Utilize web-based technology to increase community outreach 	<ul style="list-style-type: none"> • Attendance at parent meetings • Frequency of parent volunteers 	<p>Teachers, Admin, School Council, PTSA, School Counselors</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Held monthly school council meetings to discuss the direction and focus for the school and garner input for our innovative practices. • Many PTSA meetings were held in conjunction with activities such as plays and concerts. • Quaglia and the school are indirect partners focusing on improving school climate through “voice” survey data. • ParentVue training and login was provided to parents at various points throughout the school year. • A “Parent Responsibilities” guideline was not developed. 	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>						



Daniell Middle School 2017-18 Cobb Strategic Plan

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

<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 style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;">Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide targeted professional development through weekly grade level meetings on the following:</p> <ul style="list-style-type: none"> • Advocacy • The First Days of School by H. Wong • 14 CCSD Engagement Strategies • Microsoft Innovative Educator Certification • Balanced literacy • Reading strategies across the curricula • Marzano's high yield instructional strategies • Daniell PLC Unit Plan Template • Daniell PLC Collaboration Log • Daniell Formative Assessment Analysis Tool 	<ul style="list-style-type: none"> • Classroom walk through and observation data • Weekly grade level agendas • PLC Unit Plan Templates • PLC Collaboration Log 	<p>Teacher leaders, admin, Professional Learning Specialists</p>	<ul style="list-style-type: none"> • PLC Unit Plan • PLC Collaboration Log • The First Days of School 	<ul style="list-style-type: none"> • Professional Learning was provided on PBL, CTLS/FFAS, nonlinguistic representation, but more is needed on SAMR and Hannel's Effective Questioning. • The FFAS was implemented with training from our TTIS. • Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. • The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs 	<p>IP</p>



Daniell Middle School 2017-18 Cobb Strategic Plan

<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<ul style="list-style-type: none"> • Utilize PLC planning process for all teachers • Utilize PLC meeting log template for all PLCs • Utilize PLC unit planning template including both common assessment and accelerated intervention for all PLCs • Train staff on PLC procedures and tools • Provide training on balanced literacy across curricula • Provide training on reading strategies across the curricula • Train all staff to be Microsoft Innovative Educator Certified • Utilize CTLS Teach & Assess • Train staff on H. Wong's The First Days of School • Train staff on Marzano's high yield instructional strategies • Implement STEM PBL through Grand Challenges • Train staff on Lunch Homework Lab and Grade Protection Services • Train staff on advocacy program • Train staff on Daniell Instructional Expectations • Train staff on lesson design 	<p>TKES Platform</p>	<p>Admin, Teacher leaders, Instructional Support Specialists</p>	<ul style="list-style-type: none"> • TKES training • New teacher meetings • Weekly Grade Level Meetings 	<ul style="list-style-type: none"> • Administrators provided feedback in person and via the TKES portal. • Teachers on a PLP were supported via coaching, extra observations, weekly meetings. This was documented in the TKES portal. • Mentors were assigned to new teachers and PD took place monthly with administrators • Teachers with expertise in domains of TKES presented to staff during PD. 	<p>IP</p>
<p>Other: (Specific to school.)</p>						