



Dickerson Middle School 2017-18 Cobb Strategic Plan

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

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



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<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Use data to differentiate instruction and adjust instructional focus.</p> <p>Review and Continue to implement common assessments via CTLS.</p>	<p>Data documents (data digs, at risk identification, PLC Minutes, etc.) (2017 EOG data: Percent of students at level 3-4: ELA: 6th: 83.0% 7th: 84.3% 8th: 85.3% Math: 6th: 82.2% 7th: 89.2% 8th: 83.2% Social Studies: 8th: 82.6% Science: 8th: 76.2%)</p> <p>Teacher created assessment analysis</p> <p>Teacher created common/formative assessments</p> <p>Data used to schedule AC, High School credit, and on level courses</p>	<p>All faculty members</p>	<p>Tuesday Grade Level PLCs</p> <p>District support from all offices.</p> <p>EOG data</p> <p>TTIS support</p>		
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<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>	<p>Plan common formative and summative items on assessments through collaborative data teams.</p>	<p>Collaborative PLC planning log Presence of shared assessment items</p>	<p>Teachers and administration</p>	<p>Thursday Collaborative PLCs</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>	<p>Provide structured dates for the use of data via CTLS to write differentiated plans as well as write common assessment items. Provide weekly PLC administrative leadership and learning meetings to grade level, subject area teachers.</p>	<p>PLC Minutes TKES observations Student data (EOG, SLO's, attendance, etc.)</p>	<p>All faculty members</p>	<p>Tuesday Grade Level PLCs SFSD funding for planning Grant Funds Thursday Collaborative PLCs</p>		



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>Integrate the reading program in grades 6-8 focusing on reading strategies specific to the subject areas.</p> <p>Identify students by name who are not reading on grade level.</p> <p>Provide Rti and other strategies such as Extended Day tutoring for students as risk for failure or not reading on grade level.</p> <p>Administer universal screener in reading to better monitor and advance each student's individual performance and progress</p>	<p>EOG/ Milestone Reading (2017 EOG data: Percent of students reading on grade level: 6th: 94.5% 7th: 96.1% 8th: 99.3%)</p> <p>CCRPI Reading</p> <p>Existing data (attendance records, testing history, placed/retained lists, Rti, Sp Ed, RI, etc.)</p> <p>Universal Screeners</p>	<p>All faculty members</p>	<p>Thursday Collaborative PLCs</p> <p>Training for New Teachers on RI</p>		
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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Increase the number of students being served in advanced math courses.</p> <p>Use common constructive response assessment items on class activities and assessments.</p> <p>Use math inventory to identify students in need of math support.</p> <p>Use Collaborative Data Teams to identify students needing remediation or additional help in all subject areas focusing on math computation/application.</p>	<p>Scheduled students</p> <p>EOG/ Milestone Math (2017 EOG data Math percentages of students at level 3-4: 6th: 82.2% 7th: 89.2% 8th: 83.2%)</p> <p>Review of shared assessment items</p> <p>Math Inventory</p>	<p>Math teachers and administration</p>	<p>Thursday Collaborative PLCs</p>		
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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Identify (early) at-risk students through the RtI process and the collaborative data team process.</p> <p>Monitor and provide interventions for students at risk for failing on not showing growth in area of concern.</p>	<p>Scheduled RtI Meetings</p> <p>School Calendar</p> <p>Data Digs</p> <p>Quarterly grade analysis</p> <p>Decrease in overall placed rate</p>	<p>All faculty members</p>	<p>Tuesday Grade Level PLCs</p> <p>Rti Data</p> <p>Had to remove our math support class due to decrease in allotment . Need to be able to offer a remedial math class.</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Continue long-range goals specific to Dickerson:</p> <ol style="list-style-type: none"> 1. Continued use of Olweus program (DMS Challenge class) 2. Continue implementation of STEAM initiative 3. Continued use of the PBIS/Fresh Air Fridays program 4. Monitor for attendance issues 	<p>Meeting with district staff</p> <p>Stakeholder survey data</p> <p>Year two of new connections courses (Yearbook and Sound Engineering)</p> <p>Designated STEAM staff leader</p> <p>Attendance data</p>	<p>All faculty members</p> <p>PPO data</p> <p>L & L</p>	<p>SFSD funds</p> <p>Grant funding</p> <p>District support for STEAM leader</p>		



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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements</p>					
	<p><u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></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>Initiate STEAM concept</p> <p>Send teachers to appropriate STEAM conventions such as the STEAM3 conference</p> <p>Add technology connection course offered to support the STEAM initiative</p>	<p>Number of students participating in STEAM course</p>	<p>Administration</p>	<p>Maintain allotments provided in 2016-2017</p> <p>SFSD funds</p> <p>Grants</p>		



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<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. Provide direct reading instruction through SpEd and RtI strategies, extended day offered, differentiated reading courses; Reality U for 8th grade reading students 2. Provide direct math instruction through SpEd and RtI strategies, extended day offered, differentiated math courses offered and varied support through the counseling department including the 8th Grade Reality U 3. Renovate the extended day program to reflect motivating and effective instruction 	<ol style="list-style-type: none"> 1. EOG, quarterly grade analysis and attendance in extended day, 8th grade participation 2. EOG, quarterly grade analysis and attendance in extended day. 3. Promotion rates and counselor data 4. Reading and Math Inventory 	<p>All teachers, Administrators and counselors</p>	<p>20 Day Funds Tuesday Grade Level PLCs</p>		
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<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>Offer a distance learning math class (from Walton High School)</p> <p>Participate in Chinese and Latin Zero Hour classes at Walton High School</p> <p>Add AC Science to 8th grade</p>	<p>Number of students earning high school credit in middle school</p> <p>Number of students taking advantage of Latin and Chinese</p> <p>Number of students qualifying for AC 8th grade science</p>	<p>Walton Teachers</p> <p>Gifted Certified staff</p> <p>Administration</p>	<p>Cisco technology equipment</p> <p>Maintain allotment from 2016-2017.</p> <p>Transportation from Walton before school</p>		
<p>Other: (Priorities specific to school.)</p>	<p>Continue STEAM implementation</p>	<p>Tiered phase in approach to STEAM</p>	<p>Dickerson Staff</p>	<p>L & L Community</p>		

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 IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p>2017-18 Aligned Actions and Measurements (<u>Current School Year Plan and Evaluation of previous year's plan due September 1</u>)</p>					
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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Review and Respond to stakeholder survey data to implement initiatives based on student, staff and community input.</p> <p>Invite current 5th grade families to attend STEAM night</p> <p>Offer Coffee with Carole</p> <p>Bring in parent speakers</p>	<p>Attendance and minutes from meetings Stakeholder survey data</p> <p>School Council Agendas</p> <p>Attendance at STEAM night</p> <p>Attendance at Coffee with Carole</p> <p>Staff and admin team agendas</p>	<p>Dickerson community</p>	<p>Survey Data</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Host 4 lunch and learns to educate/inform parents on relevant middle school topics</p> <p>Send weekly eblasts to provide upcoming dates, provide volunteer opportunities, and information regarding day to day operations.</p> <p>Host a Newcomers breakfast for all parents and students who are new to CCSD and Dickerson</p> <p>Expand volunteer opportunities so parents can “Share your expertise”</p>	<p>Sign in sheets</p> <p>Number of Recipients</p> <p>Number of Attendees</p> <p>Visitor Logs</p> <p>Sample eblasts</p>	<p>Dickerson PTSA</p> <p>Dickerson School Council</p> <p>Principal</p>	<p>PTSA Funded</p> <p>N/A</p> <p>Picture money</p> <p>N/A</p>		



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<p>Other: (Priorities specific to school.)</p>	<p>Continue implementation of Olweus program (DMS Challenge class)</p> <p>Continue implementation of STEAM initiative – including repurposing several instructional areas to be more conducive to updated learning environments</p> <p>Continue use of the PBIS/Fresh Air Fridays program</p> <p>Communicate new attendance regulations to parents and staff</p> <p>Continue to use the Dickerson Foundation to support technology</p>	<p>Olweus Survey results</p> <p>Student and parent survey results</p> <p>eblasts, letters</p> <p>Conference week</p> <p>PBIS State Data</p> <p>Number of discipline referrals</p> <p>Monthly Parent Presentations</p>	<p>Dickerson Administration</p> <p>Dickerson Teachers</p> <p>Kelly McNabb PBIS Team</p> <p>Patti Agaston</p> <p>Dickerson Admin, PTSA and Counselors</p>	<p>Olweus Surveys from P & I office</p> <p>Advanced Ed survey results</p> <p>Documentation of parent communication</p> <p>Guest Speakers</p>		
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>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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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Schedule Tuesday PLCs to focus on data driven instruction using the four questions as our essential questions</p> <p>Utilize district level support personnel as needed to assist in training teachers and administration</p>	<p>Calendar Agenda</p>	<p>Administration</p>	<p>District personnel</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Utilize teachers' TKES goals to determine PLC Agendas</p>	<p>Tuesday PLC Agendas</p>	<p>Administration</p>			
<p>Other: (Specific to school.)</p>						