



# Durham 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>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Use data, including RI and MI data, routinely in order to differentiate instruction and adjust instructional focus. Integrate CTLS data into progress monitoring</p>	<p>SLO assessments and analysis of teacher created common formative and summative assessment; student grade/academic performance</p>	<p>All teaching faculty members</p>	<p>Wednesday grade levels; early release time, and ongoing CTLS training from our TTIS</p>		



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<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>Focus on the development and use of common formative assessments, via CTLS or teacher created assessments, for each instructional unit through collaborative teams/PLC's.</p> <p>Use of Touchstones and other teacher-generated assessments using CTLS.</p> <p>Use of assessment data in collaborative team meetings to discuss next steps (accelerated intervention, extension activities, etc.)</p>	<p>Agendas from collaborative meetings; TKES observations, anecdotal, unit plans, student data on assessments (teacher created and state tests); PLC/Collab team results</p>	<p>Teachers &amp; Admin</p>	<p>Wednesday grade levels; Monday and Thursday protected planning for collaborative teams, Early Release Time and ongoing support for CTLS from our TTIS.</p>		
<p><i>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Provide two protected planning days per week to ensure opportunities for PLC collaboration.</p> <p>Require each team to establish a firm meeting day, time, and create and submit an agenda for each meeting.</p> <p>Establish norms and a protocol for handling norm violations within each team.</p> <p>Adhere to a firm focus on the 4 questions during collaborative team meetings throughout protected planning time.</p>	<p>Administrative visits to collaborative team meetings; review of agendas</p>	<p>Teachers &amp; Admin</p>	<p>Mondays and Thursdays; Professional Learning on Wednesdays will be dedicated to this topic as needed to ensure successful implementation</p>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b>  <i>(Based on CCRPI Reading Scores)</i></p>	<p>Read 180 Implementation across all grade levels for readers at the 30<sup>th</sup> percentile or below. In addition, System 44 has been implemented for our lowest performing students in Reading who need basic/phonics instruction.</p> <p>ELL students receive intensive reading strategies using components of the ELL Read 180 program.</p> <p>RTI; Extended Day tutoring are offered to students below grade level or struggling academically. Study Skills class during Connections for select Special Education students.</p> <p>Continued focus on literacy in the content areas and the use of RI data to group and serve students.</p>	<p>Milestone scores, CCRPI data, RI scores, teacher assessments, CTLS Touchstone data; PLC/Collaborative team results</p>	<p>Teachers &amp; Admin</p>	<p>20-Day funds, Wednesday grade levels, Read 180/System 44 training and coaching visits; dedicated computers &amp; headphones for Read 180 program and for small group lab; sub funds for training for all new Read 180 teachers</p>		
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<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Extended Day tutoring/Math Lab offered to students through 20-day funds</p> <p>Identify those students not performing on grade level for strategic interventions – including RTI, and ZAP.</p> <p>Utilize classroom assessments, CTLS Touchstones and other resources for “almost there” assessments and remediation.</p> <p>Utilize MI, math fluency feedback, and common assessments in order to identify students with specific needs for skill reinforcement through collaborative teams.</p> <p>Daily warmup activities that reinforce, target, and review necessary core math skills; utilize differentiation based on skill needs.</p> <p>Re-evaluate math placement criteria so that students are appropriately placed in the correct levels of math courses.</p> <p>RTI; Study Skills (for Special Education students) &amp; Extended Day tutoring are offered to students below grade level or struggling academically.</p>	<p>Milestone scores, CCRPI data, MI scores, teacher assessments, CTLS Touchstone data; PLC/collaborative team results</p>	<p>Admin &amp; teachers</p>	<p>20-Day funds, Wednesday grade levels. Purchase of USA Test Prep as tools for math teachers; protected planning time.</p>		
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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Grading terms continue to be on a quarter system in order to decrease the number of students on the retention risk list.</p> <p>Monitor actively and provide interventions for students at risk of retention through the following methods: Running frequent grade reports, RTI, Extended Day Tutoring, Study Skills, ZAP, Counselor intervention, etc.</p> <p>Conduct Zeroes Aren't Permitted (ZAP) sessions weekly for students who have missing assignments so that students can replace 0's with up to 80%.</p> <p>Provide individual counseling focusing on goal-setting, and self-esteem to further encourage student progress.</p> <p>Utilize PAWS time regularly to encourage students to employ effective study habits, organizational skills and academic goal setting.</p>	<p>RTI data collection; monitored monthly and ongoing throughout the year.</p>	<p>Teachers, Counselors, and Administrators</p>	<p>Schedule for PAWS and ZAP; RTI schedule; 20-day funds, grading protocols and procedures</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Renew and train teachers to utilize online resources, including USATEST Prep in science and math classes.</p> <p>Utilize Digital Age classroom and BYOD strategies to increase student engagement.</p>	<p>PLC/Collaborative team results, CCRPI scores, anecdotal, class performance, math &amp; science scores, teacher assessments</p>	<p>Teachers, Counselors, and Admin</p>	<p>SFSD/Instructional Funds; DMS Foundation support of Digital Age Classroom phases and purchase of additional digital resources.</p>		

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



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<p><i>District Focus Priorities 2016-2019</i></p> <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>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>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>	<p><b>PAWS Time</b> – Three weeks out of every month, teachers hold a small group POSITIVE advisement time to cover goal setting, behavior expectations, cyber citizenship, anti-bullying, etc. <b>ZAP Time</b> – On every Friday throughout the year, students who have a 0 will be redirected to ZAP (Zeroes Aren't Permitted) to complete the assignment either during PAWS for Fun Friday time. Completed assignments will earn up to an 80%.</p>	<p>Student behavior (5% reduction in referrals) due to improved teacher relationships; Improved academic grades and percent passing due to fewer 0's and more completed work.</p>	<p>Teachers and Admin</p>	<p>Scheduled time for these interventions; lesson plans for PAWS</p>		



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<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. Implement Read 180/System 44 in all three grades and ELL classes; All students in grades 6 and 7 are scheduled for daily reading instruction as a separate course with a focus on reading skills and strategies. 8<sup>th</sup> graders with reading scores below 70<sup>th</sup> Percentile take Reading and below 30<sup>th</sup> Percentile take Read 180.</li> <li>2. Offer Extended Day, Homeroom tutoring of special education students, Wildcat Tutoring Program to target specific weaknesses for all students in each subjects (Math lab, Reading lab, Science Social Studies, Writing Lab)</li> <li>3. RTI process facilitated monthly by admin and counselors to help teachers carve out time to discuss strategies to help students be successful</li> <li>4. Implementation of the Study Skills Connections class to support Special Education students who are struggling academically through targeted interventions, contracts, and support with organization, work habits, and work completion.</li> <li>4. Utilize CTLS, Touchstones, and teacher created common assessments for data driven instruction.</li> <li>5. Implement ZAP (Zeroes Aren't Permitted) weekly to allow students a second opportunity to complete missing work.</li> </ol>	<p>PLC/Collaborative team results, CCRPI Scores, anecdotal, survey results CCRPI scores, class performance, RI &amp; MI scores, teacher assessments, data reports, lists of students at risk of retention</p>	<p>Admin, counselors, and teaching staff</p>	<p>20-Day funds, Wednesday grade levels, Read 180/System 44 training and coaching visits; dedicated computers &amp; headphones for Read 180 program and for small group lab.</p>		
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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>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other:</b> (Priorities specific to school.)	Common planning time for collaboration; early release days will be used to further develop PLCs, as well as Milestones data review.  Master schedule designed for teacher schedules with only two preps.	Improved achievement data on CCRPI, student performance, Gap closure, etc.	Admin and teachers	None		

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

<i>District Focus Priorities 2016-2019</i>	<b>2017-18 Aligned Actions and Measurements</b> <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
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<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<p>Review stakeholder survey data with staff and the School Council when available; Focus on areas of weakness to improve while maintaining 5-star Climate Rating.</p> <p>Maintain approachability with parents. Increase the number of positive parent interactions with administration throughout the school year.</p> <p>Initiatives for staff input:</p> <ol style="list-style-type: none"> <li>1. Teacher Leader Action Team meets at least monthly with the principal to discuss current issues and address needs. This will also include opportunities to grow as teacher leaders within the building.</li> <li>2. RTI process – teams meet monthly</li> <li>3. 504 and RTI process are managed by the counselors and mentored by the SSA</li> <li>4. PLCs/Collaborative teams meet weekly on Monday or Thursday to create common assessments, review ongoing data, and plan for instruction, remediation and enrichment.</li> <li>5. PBIS Committee – meets monthly to establish school-wide PBIS procedures for successful implementation</li> <li>6. Open door for staff input with principal.</li> <li>7. “Homerun Hitters” Brag board in mailroom to celebrate successes.</li> </ol> <p>Enforce grading consistency across contents in each grade levels; ensure that all grades are in percentages (out of 100%); utilize formative assessments throughout instruction to prepare</p>	<p>Collaborative team data results, CCRPI scores, class performance, MI &amp; RI scores, teacher assessments, course syllabus; School improvement/ climate survey results</p>	<p>All stakeholders</p>	<p>PBIS Rewards program purchased for school use (Approx \$3000)</p>		
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	<p>students for summative assessments. This helps with better clarity and fairness for all students, and assists parents in better interpreting and understanding grading procedures.</p>					
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Utilize parent volunteer committees and clearly communicate invitation to parents for school functions so that they are able to be involved. Increase number of parent volunteers at Durham events without compromising campus safety and security.</p> <p>Increase community partnerships with businesses and churches through PTSA, ABA, and school staff.</p> <p>Provide communication consistency, Wednesday e-blast, Sunday PTSA e-Blast, Friday staff memo, etc. so that parents and community are aware of events and ways to be involved.</p> <p>Continue to encourage teacher – parent communication via Remind, Teacher Blogs, positive parent phone calls, Special Education News and Notes Fliers, and PBIS Rewards.</p>	<p>Stakeholder survey data; school climate rating; anecdotal data</p>	<p>Parents, students and staff</p>	<p>PBIS Rewards program purchased for school use (Approx \$3000)</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>	<p>Continue to reinforce the mission and vision statement for Durham Middle School.</p> <p>PLC Training and Implementation to build teacher capacity (Norm setting, procedures, time for meeting, etc.)</p> <p>Regular attendance at ABA meetings to increase community involvement.</p>	<p>Staff awareness of mission and action toward mission.</p> <p>Increased community support through ABA</p>	<p>All staff members</p>	<p>Ongoing PLC professional development (Wednesday grade level meetings), early release time,</p>		



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## 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 IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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>					
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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Utilize rigorous interview questions to promote better, more in depth interviews.  Hire special education teachers for special education openings and provide strong mentorship in order to change the culture of SPED at Durham	Survey data, retention, and school climate ratings	Principal	None		
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	Support teachers and leaders identified through TKES/LKES as needing support through conversations, observations, mentor teachers, opportunities to observe colleagues, etc.  Support teacher goal-setting through TKES portal	TKES/LKES ratings; Professional Learning Plans; Teacher goal setting	Admin	TKES/LKES Portal		
<b>Other:</b> (Specific to school.)	All teaching and administrative staff will be trained as Microsoft Innovative Educators and complete this certification by the end of the year.	MIE Training completion	TTIS and all instructional and administrative staff	TTIS Support, Wednesday grade level meetings for professional learning, use of Office 365.		