



# (East Cobb 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>Continue CTLS and Data analysis through PLC's to focus on all students but specifically critical needs groups (ELL and SWD).</p> <p>Implement and monitor progress of focus groups (ELL and SWD)</p> <p>Use CTLS/FFAS to examine student progress and determine instructional needs</p>	<p>Common teacher-designed formative/summative assessments</p> <p>Assessment data</p> <p>Goal/progress sheet</p>	<p>Teachers Coaches</p>	<p>Goal/progress sheets</p> <p>Data Analysis documents</p>	<p>Mentor groups worked during advisement to discuss academics and behavior with the target students.</p> <p>Used FFAS/CTLS to develop formative assessments and provide real-time data to inform and adjust instruction.</p> <p>Monitor progress using SMI/SRI and compact to remediate.</p> <p>Staff members use flexible tutoring to assist students with deficiencies in all content areas.</p>	<p>In progress</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>Continue implementation of CTLS with Data Analysis</p> <p>Provide organized structures and opportunities for collaborative and interactive planning through PLCs</p>	<p>Common assessment data</p> <p>Weekly planning and data meetings w/reflection forms</p>	<p>Teachers Coaches Admin TTIS</p>	<p>Common assessments</p> <p>Specific planning schedule</p>	<p>Used FFAS/CTLS to develop formative assessments and provide real-time data to inform and adjust instruction.</p> <p>Data teams meet promptly after formative assessments to examine results and adjust instruction.</p>	<p>In progress</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>Develop a best practices web channel to better access web resources.</p> <p>Continue Implementation of CTLS through PLC's</p> <p>Develop a differentiated PL calendar</p>	<p>EdCamp –PL Participation</p> <p>PL Calendar</p>	<p>Admin Coaches TTIS</p>	<p>TKES Data Learning Walks Self-Assessment</p> <p>PL Needs Assessment</p>	<p>We did not access a best practices web channel this year.</p> <p>CTLS/FFAS phases training throughout the year.</p> <p>EdCamp on the PL day.</p> <p>PLC development, using data to impact instruction.</p>	<p>In progress</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>Determine reading level using Scholastic Reading Inventory (SRI) (Universal Screener)</p> <p>Provide Reading Connections w/ Read 180 support class for students reading below grade level</p> <p>Utilize specific reading strategies in all content areas</p> <p>Utilize Thinking Maps for literacy development</p> <p>Sustained Silent Reading during our FLT-Advisory Period</p> <p>SpringBoard implementation</p>	<p>(SRI) Assessment Data</p> <p>Read 180-Lexile growth</p> <p>Lesson plans &amp; Observations</p> <p>Lesson plans &amp; Observations</p> <p>Sustained Silent Reading during (approx. 2 times per week)</p>	<p>Teachers Acad. Coach Admin All Staff</p>	<p>SRI Assessment</p> <p>Specific reading strategies</p> <p>Reading Material (Books, Magazine s, EBooks, etc...)</p>	<p>SRI scores collected three times this year to show growth and needs.</p> <p>Reading connections showed growth among their students (Read 180).</p> <p>We did not utilize specific reading strategies across the curriculum; however, we used Thinking maps to develop literacy.</p> <p>Maintained commitment to sustained silent reading during FLT-Advisory Period.</p>	<p>In progress</p>
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<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>	<p>Utilize Thinking Maps for content development</p> <p>Provide Math Connections for selected students performing below mastery</p> <p>Utilize universal screener (County Provided-Scholastic Math Inventory)</p>	<p>Lesson plans &amp; Observations</p> <p>Pre-Mid- Post Scholastic Math Inventory (SMI)</p> <p>Data Team Monitoring</p>	<p>Teachers</p> <p>Coach</p> <p>Title I funds</p>	<p>Universal screener</p>	<p>An additional Math connection class was provided this year. Increased targeted math support within classrooms.</p> <p>Average quantile growth of 130 points school-wide.</p> <p>Thinking Maps Professional Development specifically for Math department was implemented, increasing the use of Thinking Maps throughout the department.</p>	<p>In progress</p>
<p>6. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Utilize data teams to monitor achievement</p> <p>Monitor SWD/ELL student groups' progress</p> <p>Implement RTI strategies for students who are not experiencing success</p> <p>Provide students with additional opportunities to master skills</p>	<p>Grade profiles</p> <p>Advisement- Plan of Action &amp; Goal Attainment forms</p> <p>CSIS RTI plans</p> <p>Lesson plans w/remediation</p>	<p>Teachers</p> <p>Coach</p> <p>Admin</p>		<p>Provided content area interventions.</p> <p>Students on RTI were monitored frequently.</p> <p>Use of SMI/SRI to monitor students.</p> <p>Used CTLS touchstones to drive data team meetings.</p>	<p>In progress</p>
<p><b>7. Other:</b> (Priorities specific to school.)</p>	<p>Implement Truancy intervention</p>	<p>TIP</p> <p>PPO- Monitoring Calls, cards, letters</p>	<p>Admin, counselors, social work, teachers</p>			<p>In progress</p>



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

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	<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>	N/A	N/A	N/A	N/A	N/A	N/A
<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. Utilize: READ 180 &amp; System 44</li>   <li>2. Provide Math Conn/Math Support for specific students utilizing Thinking Maps &amp; Path to Proficiency &amp; Moby Max &amp; Dream Box Programs</li>   <li>3. Monitoring of student progress through Focused Advisement all students as well as maintaining focus on Specifically identified students (goal setting/self-monitoring)</li> </ol>	<p>Baseline Data: use lowest 25% based on standardized testing</p> <p>Post Data: Universal screener will be used 2-3 times for specific data and growth</p> <p>Mentors will measure percentage of students who pass a certain amount of classes each semester.</p>	<p>Teachers</p> <p>Admin</p> <p>Coaches</p>	<p>Read 180</p> <p>System 44</p> <p>Data tracking tools for students For academic progress, screener results, behavior, and attendance</p> <p>SRI and SMI</p>	<p>Increased by 10 points (from 52 to 62 points) based on results of RI.</p>	<p>In progress</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>	Increased opportunities for students to take H.S credited courses. Spanish, High School Physical Science and/or Algebra 1.	Qualifying lexile scores, and/or pre-requisites	Teachers Admin	High School Certified Teachers well trained in standards		In process
<b>Other:</b> (Priorities specific to school.)	N/A	N/A	N/A	N/A	N/A	N/A

## 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>Provide regularly scheduled School Council Meetings</p> <p>Participate in PTSA/Foundation meetings, activities, etc.</p> <p>Invite parents to participate in Title I Parent Compact, Policy Review Meeting &amp; Plan</p>	<p>Sign-in Sheets</p> <p>Agendas</p> <p>Minutes of meetings</p> <p>Flyer &amp; Agenda</p> <p>School Climate Survey</p> <p>Title 1 Survey</p>	<p>Principal</p> <p>Admin</p> <p>Coach</p> <p>Staff</p> <p>Parent Orgs.</p>	<p>Title I Parent Compact &amp; Policy</p>	<p>6 School Council Meetings held</p> <p>Attended all PTSA &amp; Foundation Meeting</p> <p>Academic Coach and Parent Liaison &amp; Principal held multiple meetings</p> <p>Principal Held Two Huddles</p>	<p>In progress</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Provide “Face Time” Coffee &amp; Conversation with staff &amp; stakeholders</p> <p>Implement Parent Workshop Series: Social Media &amp; Internet Safety Social/Emotional Understanding Assessments</p> <p>Utilize Blackboard Connect (Dial out and Text) &amp; social media to promote school activities, successes, etc.</p> <p>Family Nights: Math &amp; Science Night Literacy Night International &amp; Family Night Food Truck 5K</p>	<p>Sign-in Sheets</p> <p>Agendas</p> <p>Minutes of meetings</p> <p>Flyer &amp; Agenda</p> <p>School Climate Survey</p> <p>Title 1 Survey</p>	<p>Principal</p> <p>Admin</p> <p>Coach</p> <p>Staff</p> <p>Parent Orgs.</p>	<p>Parent Workshop Series: Recorded Sessions</p> <p>Blackboard Connect Directions</p>	<p>Academic Coach, Parent Liaison, Teachers &amp; Admin hosted multiple workshops/Nights</p> <p>Increased exposure for opportunities due to Facebook, Twitter, Instagram, and Blackboard Connect Messaging</p>	<p>In progress</p>
<p><b>Other:</b> (Priorities specific to school.)</p>						



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

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	<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>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Continue with collaborative planning for instruction, assessment, implementation of engagement strategies through various PLCs and PD meetings</p> <p>Implement mentoring program for teachers new to ECMS. Local new teacher meeting (monthly) Supply strategy Monday Messenger for implementation (school updates) following PD</p> <p>Provide opportunities to all staff to attend local, state, and national conferences and workshops that focus on standards, engagement, assessment, and monitoring</p>	<p>Lesson Plans</p> <p>Data Team documents</p> <p>TKES Summary LKES Survey Agendas</p> <p>Strategies indicated in Messenger</p> <p>PL Conference Calendar with Attendees</p>	<p>Teachers</p> <p>Coaches</p> <p>Admin</p>	<p>TKES Summary</p> <p>Lesson Plan (monitoring)</p>	<p>Weekly meeting with subject area.</p> <p>Implemented by admin and peers.</p> <p>Monday Messenger was sent weekly with school wide updates and reminders.</p> <p>Teachers representing various content areas had opportunity to attend.</p>	<p>In progress</p>
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<p>Provide TKES Training and implement Professional Norms</p> <p>Provide PL and support based on TKES data</p> <p>Provide opportunities for teachers to observe other teachers for proficient implementation of identified standards</p>	<p>TKES Summary</p> <p>Reflection of participants LKES Survey</p> <p>PL Calendar</p>	<p>Teachers</p> <p>Academic Coach</p> <p>Admin</p>	<p>TKES Summary 2017-2016</p>	<p>Provided reading material covering the TKES and professional norms.</p> <p>Reviewed targeting standards with new teachers.</p> <p>Occurred for specific needs/limited basis.</p>	<p>In progress</p>
<p><b>Other:</b> (Specific to school.)</p>						





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