



Floyd 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;"><u><i>Focus Priorities:</i></u> <i>(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 <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 Operatio nal</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> • Maintain data logs containing Milestone levels of performance. • Use flexible grouping strategies • Reteach and reassess 	<ul style="list-style-type: none"> • End of Grade Assessment • Common Assessments 	Professional Learning Communities	Touchstones /CTLS Unit Assessments I Respond		
<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>	<ul style="list-style-type: none"> • Use Pacing Guide & Standards to develop assessments • Collaborate each Wednesday to Plan Lessons & Adjust Instruction based on student performance on assessments. • Create a PLC Unit/ Common Assessment Calendar for assessments and quarterly data summits. • Use CTLS for Flexible Formative Assessments created by science and social studies teachers with support to increase use of IRespond System. 	<ul style="list-style-type: none"> • Flexible Formative Assessments • Lesson Plans Data Logs 	Professional Learning Communities	Curriculum Academic Coaches		
<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>	<ul style="list-style-type: none"> • Each grade level content team will operate as a Professional Learning Community; Connections teachers and paraprofessionals will also work as PLC teams. 	<ul style="list-style-type: none"> • PLC Implementation Rubric • Collaboration Minutes • Walk-Throughs • Lesson Plans 	Professional Learning Communities	SFSD Academic Coaches Teacher Leaders Administration		



Floyd Middle School 2017-18 Cobb Strategic Plan

<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> Implement Independent Reading for 15 minutes in all ELA classes. Provide incentives for reading based on improved Lexile Levels after SRI administrations through announcements, newsletters, quarterly honor roll celebrations, prizes awarded to students. Implement Read 180 in 6th/7th/8th 	<p>Reading Inventory 3 X Year</p>	<p>All Staff</p>	<p>Academic Coach Local Funding Read 180</p>		
<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"> Implement Math 180 in 6th/7th/8th Implement Math Connections Provide access for student math practice at home via IXL web program. Hire full time Math Coach 	<ul style="list-style-type: none"> Math Inventory 3 X Year 	<p>All Staff</p>	<p>Math Coach Math 180 Math Connections IXL Title I</p>		
<p>6. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> Increase Parent Involvement through face to face conferences, phone conferences, Parent Synergy Use Offer instructional tutoring. 	<ul style="list-style-type: none"> Synergy Usage Reports Sign In Logs Conference Log 	<p>All Staff Parent Liaisons (Title I & III)</p>	<p>Title I Title III 20 Day Fund</p>		
<p>7. Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> Implement STEAM instructional strategies to increase rigor and relevance in curriculum. Offer Algebra I, Spanish. High School Visual Arts 	<ul style="list-style-type: none"> STEM Certification Synergy EOG 	<p>All Staff</p>	<p>Local School Funding CCSD</p>		



Floyd 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>Focus Priorit Y Status: 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>Extended class time Enrichment/Acceleration Hour 6th grade only (ELA/SS) Math tutoring (all grades)</p>	<p>Classroom assessments, MI, RI, Georgia Milestones, mini-assessments, touchstones</p>	<p>Academic teachers/academic coaches</p>	<p>Math materials, Springboard resources, iXL, CTLS, SLDS</p>		
<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) 	<ul style="list-style-type: none"> • Enrichment and acceleration week after 2 assessments for all grade levels for ELA (TouchStone and mid-unit assessment) • Implement the use of re-teaching/extension groups for all grade levels in math 	<p>Re-assessment data/SpringBoard imbedded assessments, RI</p> <p>Re-assessment data, MI</p>	<p>Academic teachers/academic coaches</p> <p>Academic teachers/math coach</p>	<p>SpringBoard materials/ Scholastic classroom library Math coach; additional materials for math</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>	<ol style="list-style-type: none"> 1. Students can obtain high school credit for Algebra I 2. Students can obtain high school credit for art 3. Students can obtain high school Spanish 4. Math tutoring all grade levels 5. Enrichment/Acceleration 6th grade ELA and SS only* 	<p>Students have to pass the EOC with a 70</p> <p>Students have to pass SLO/portfolio</p> <p>Students have to pass a SLO</p>	<p>Mrs. Thomson Ms. Collins Ms. Tellez*</p>	<p>Graphic organizers, textbooks Spanish has text/online resources</p>		



Floyd 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;"><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>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
Utilize stakeholder input to improve school processes. (AdvED)	<ul style="list-style-type: none"> Administer Climate Surveys Administer PBIS Surveys Analyze Survey Data Conduct Parent Input Meetings 	Survey data	School Strategic Team, Parent Liaisons (Title I & III)	CCSD PBIS Coach Title I, III		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none"> See Title I Plan 	See Title I Plan and student successes (increase in report card scores in content areas and Georgia Milestones Assessment proficiency)	See Title I Plan	Title I		
Other: (Priorities specific to school.)	<ul style="list-style-type: none"> Offer Middle School 101 Parent Session (8/26/17) Provide Adult GED Parent Preparation resources and materials (Sep.-Dec.) Support ESOL Families with Parent Liaison (9/7 & ongoing) Communication is ongoing in both languages to increase parental participation. Floyd Parent Agenda (to keep parents informed) 	Comparison of 2016-17 and 2017-2018: Participation ParentVue Usage	Counselors Lester and Weston Lockhart, Seabrooks, Guleilmi, Lyles	Title I Title III CCSD		



Floyd 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>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>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> •Conduct Classroom observations •Conduct peer observations and record videos for self-reflection • Lesson Studies •Support new teachers with modeling of instruction <ul style="list-style-type: none"> • Bi-weekly Mentor Meetings (include book study) • New teachers need to also be supported by a grade level buddy • Professional development time during the day when the mentor can observe the teacher and go back and debrief. (Lesson Studies) • New Teacher Handbook with educational jargon specialized to Cobb and Floyd MS 	<p>Observations TKES</p>	<p>Academic Coaches Administration Mentors</p>	<p>Book on classroom Management</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<ul style="list-style-type: none"> •Participate in local, state, and national professional learning opportunities •Mentor teachers and administrators 	<ul style="list-style-type: none"> •TKES •LKES 	<p>Teachers Administration</p>			
<p>Other: (Specific to school.)</p>						