



# Hightower Trail Middle School 2017-18 Cobb Strategic Plan

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					Focus Priority Status:
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	IP = In Progress FO = Fully Operational
1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Establish overarching school wide goals based on overall achievement data on the EOG and 7 <sup>th</sup> grade IOWA The specific goals are addressed under #4 and #5.	PLC log entries that address academic needs as evidenced through common formative data Comparative data on the EOG and IOWA	All faculty	None	PLCs kept planning logs. There was documented progress on vocabulary and math computation when comparing IOWA 5 <sup>th</sup> scores to 7 <sup>th</sup> grade scores. The EOG scores also showed progress in math and vocabulary development.	
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. <b>(S)</b>	Revise common formatives and summative in collaborative teams Adjust instruction based on common formative data <b>(any specific plans for how teachers are to "adjust instruction" this year?)</b>	Common formatives and summative PLC logs	PLC's	None	PLCs have a protected Wednesday structure and developed common formative and summative assessments. This common assessment structure facilitated by the Backward Design implementation aids in instructional growth for the teacher.	
3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. <b>(LD)</b>	Align professional development to include both vertical and horizontal learning for subject 6-8 alignment.  Identify teacher critical professional learning needs through walk through and observations. <b>(See Board Goal 4, Item 2)</b>  <del>Participation-</del> <b>Participate</b> in the CTLS Cohort 4	Faculty participation in professional learning  Faculty walk throughs/observations that show evidence of application of appropriate strategies based upon <i>Classroom Instruction that Works – 2<sup>nd</sup> edition</i> that specifically address classroom engagement and rigor.  Faculty implementation of the CTLS training for formative assessment data.	Professional learning directed by principal  AP in charge of SFSD  County TTIS and CTLS personnel	SFSD funding	Most professional training was in house with subject coordinators planning and implementing training on PBLs. The county provided training through the STEM certification department for grade level teachers on understanding the core concepts of STEM and what observers would be looking for. Several teachers attended conferences concerning STEM. SFSD funding was used to hire half day subs to allow teachers planning time and to provide for subs for teachers as they attended conferences.  <i>Classroom Instruction that Works</i> will be used with new and struggling teachers for the 2017-2018 school year in a specialized class provided by administration.	

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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Implement direct vocabulary instruction at each grade level</p> <p>Schedule low readers into Read 180 or System 44 as appropriate</p>	<p>Summative – final</p> <p>Pre and mid are formative with no grade assigned</p> <p>Increase in Lexile scores as measured by the RI</p>	<p>Rdg/LA teachers and all content areas for specific content vocabulary</p>	<p>Student purchased additional resources – Sadlier/Oxford</p> <p>Read 180 and/or System 44</p>	<p>Data provided through the ELA/RDG department showed progress in vocabulary acquisition. The following data represents student achievement on a pre and post vocabulary test. 80+ is an indicator of percent correct on the test.</p> <p>6<sup>th</sup> grade vocabulary: from 1% at 80+ to 57% at 80+</p> <p>7<sup>th</sup> grade vocabulary: from 2% at 80+ to 78% at 80+</p> <p>8<sup>th</sup> grade vocabulary: from 4% at 80+ to 41% at 80+</p> <p>RI average scores, reported as Lexiles on pre and post, were as follows:</p> <p>6<sup>th</sup> grade: from 1021 to 1101</p> <p>7<sup>th</sup> grade: from 1108 to 1188</p> <p>8<sup>th</sup> grade: from 1179 to 1240</p>	
<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>Continue focused math fluency at all grade levels</p>	<p>Pre, mid and post data on CAPS</p> <p>Move students into higher bands as measured by the EOG</p> <p>Increase in the MI scores</p>	<p>Math teachers</p>	<p>none</p>	<p>Data provided showed that students made progress on math fluency through the CAPS process. The decision was to continue with this goal.</p> <p>6<sup>th</sup> grade: from 38% to 80% average score on the weekly math fluency assessment</p> <p>7<sup>th</sup> grade: from 68% to 85%</p> <p>8<sup>th</sup> grade: from 51% to 86%</p> <p>The MI average scores were reported as follows:</p> <p>6<sup>th</sup> grade: from 735 to 995</p> <p>7<sup>th</sup> grade: from 920 to 1080</p> <p>8<sup>th</sup> grade: from 1025 to 1175</p>	
<p>6. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>1. Provide support classes during connections for reading/la and math</p> <p>2. Provide support classes (study skills) during connections</p>	<p>Increase in overall promotion rate</p>	<p>Academic teachers</p>	<p>1. 20 day funding to pay teachers to work during planning</p> <p>2. Extended day funding</p>	<p>The promotion rate increased in 2016-2017. Discussion continues about helping students maintain grades and work towards promotion instead of placement.</p> <p>Discussion of how to motivate students in holding themselves accountable for their personal academic progress is ongoing. The counselors are instrumental in the process.</p>	



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<b>7. Other:</b> <i>(Priorities specific to school.)</i>	Seek STEM certification by coordinating school activities to the AdvancED rubric  Support grade level STEM committee as appropriate	Formative feedback from visiting AdvancED committee	All teachers	1. Local Foundation support 2. SFSD /cell tower funding for teacher development	A great deal of progress was made towards STEM certification with AdvancED. Formative feedback was varied with some telling us that we were on target and others telling us that we were not. County personnel came in to work with each grade level and gave constructive feedback.  The 8 <sup>th</sup> grade has developed their capstone project and 6 <sup>th</sup> and 7 <sup>th</sup> grade are continuing in the process.
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## Board Goal 2: *Differentiate resources for students based on needs.*

<i>District Focus Priorities 2016-2019</i>  <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)						<b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational
	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions from last year's plan: (Due September 1)</b>		
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>	Support 8 <sup>th</sup> graders who do not qualify for foreign language with an innovative reading program.	EOG scores in LA/RDG	Origins of language teacher	none	An analysis of students who were in Origins showed 71% increased their EOG Lexile score. A discussion within the SSP team centered on working towards a more structured purposeful environment within the Origins framework.		



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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. Provide direct reading instruction through sped interventions, RTI strategies, direct support through connections classes</li> <li>2. Provide direct math instruction through sped interventions, RTI strategies, direct support through connections classes</li> <li>3. Implement RTI interventions as necessary, study skill support through counseling department</li> </ol>	<ol style="list-style-type: none"> <li>1.EOG score</li> <li>2.EOG score</li> <li>3.Promotion rates</li> </ol>	<p>All teachers</p>	<p>20 day funding for teachers</p>	<ol style="list-style-type: none"> <li>1. Data shows that 13 students did not pass reading in the 8<sup>th</sup> grade. That is a higher number than expected. Even though READ 180 was implemented and students did receive strategy instruction through support classes, the faculty will need to investigate the data further and develop a school wide approach for the next school year.</li> <li>2. Targeted students received support through the math support structure and only 6 8<sup>th</sup> graders did not pass math on the CCRPI. The designed structure, through test evidence, is working and will continue.</li> <li>3. Hightower Trail piloted a new RTI structure in 2016-2017 that allows groups of students to be documented together. This should aid in data collection as HTMS gets more proficient at using the site.</li> </ol>	
<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. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>1. Provide MS Spanish I course to identified students in 7<sup>th</sup> grade.</li> <li>2. Offer incoming students the opportunity to accelerate through the GAVS program.</li> </ol>	<ol style="list-style-type: none"> <li>1.Pre post test scores</li> <li>2.Analysis of incoming transcripts</li> </ol>	<ol style="list-style-type: none"> <li>1.Spanish I teacher in 7<sup>th</sup> grade</li> <li>2.GAVS facilitator</li> </ol>	<p>None</p>	<ol style="list-style-type: none"> <li>1. Seventh grade Spanish I was not for HS credit and therefore the SLO provided by the county was not appropriate to give to them. An analysis of their end of year averages showed that students were successful within the A-B range for grades. The teacher has already designed units for next year to reinforce grammar concepts that are necessary for Spanish I success.</li> <li>2. Two students began the year studying Spanish II through GAVS. One student dropped at the semester. The second student was highly successful.</li> </ol>	
<p><b>Other:</b> (Priorities specific to school.)</p>						



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## 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 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>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	Recruit parent representatives on Building Leadership Team, School Council, Technology Action Team, Counselor Advisory Team.  Student input from Interclub Council	Attendance at meetings	Parent representatives  Student members of ICC	none	Parent representatives were on BLT, School Council, Counselor Advisory Team and students did give input on the Interclub Council.  The School Council parents aided in an initial plan to communicate with parents about Hightower Trail and what STEM looks like in middle school. They articulated a concern about academics and were very supportive in helping to devise a plan to communicate.  The interclub council students, as always, were articulate in concerns from a student perspective. The students gave input into how teacher blogs should be designed for maximum student achievement. The PTSA also gave input into that daily process.	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	Implement yoga and deep breathing exercises to reduce anxiety and to improve academic success through a Husky News Network weekly emphasis.	Pre and post survey	PE teachers counselors	Yoga for classroom cards already purchased	The PE teachers and one of the counselors worked to provide video for the morning announcements. The teachers reported that students enjoyed the motion activities. The PE teachers with other staff members also took training in the Minds in Motion opportunity provided by the county.	
<b>Other:</b> (Priorities specific to school.)						



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

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	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>		
Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	<ol style="list-style-type: none"> <li>1. Embed Professional Learning in the school day concerning learning engagement strategies on early release days.</li> <li>2. Establish new teacher induction system that discusses the 10 standards on the TKES system.</li> </ol>	<p>Attendance on professional learning days</p> <p>Induction level/PLP teachers in the support teacher class</p>	<p>AP in charge of SFSD</p> <p>All admin</p>	SFSD funding	<p>Professional learning was ½ day planning and occurred through local and county provided time. Some teachers attended conferences to enhance understanding of STEM.</p> <p>A stronger support system for new teachers needs to be developed and maintained.</p>		
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	<ol style="list-style-type: none"> <li>1. Individual support determined for teachers who scored more than 2 2's on TKES evaluation.</li> <li>2. Weekly meeting with evaluator.</li> <li>3. School wide analysis of TKES indicated differentiation was a specific need.</li> </ol>	<ol style="list-style-type: none"> <li>1/2. Progress on PLP</li> <li>3. Differentiation for classrooms documented in PLC planning logs and evidence provided by teachers.</li> </ol>	Evaluator	none	<p>No teachers were in need of a formal PLP. Teachers who needed support were given that through an informal process of meeting weekly with administrators.</p>		
<b>Other:</b> (Specific to school.)							