



Lost Mountain 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 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 (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>			
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ol style="list-style-type: none"> Establish PLC protocols to ensure the development of <u>high functioning collaborative teams</u> that work collaboratively to write unit plans which include common assessments, and standards-based learning tasks that are designed to meet the needs of all learners Implement weekly collaborative meetings to adjust instruction: through interventions (remediate/re-teach) and enrichment as needed Collaboration will occur among special education teachers on instructional practices and data progress monitoring to ensure specialized data driven instruction. 	<ol style="list-style-type: none"> Ongoing admin. monitoring of collaborative PLCs Ongoing review of unit plans Classroom walks- TKES Common Assessment Data Reflection Charts 	Admin. & Teachers	2 Subject Collaboration Day – (Cell Tower Funds & Professional Learning Funds)			
<p>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)</p>	<ol style="list-style-type: none"> Continue to implement balanced assessments and data reflection process (described above) Refine use of CTLS assessment tool that includes creation of common formative/summative assessments for all units and data review 	Same as above Formative & Summative Data per unit	Admin. & Teachers	Training for ELA/Reading teachers on quality rubric development and feedback CTLS Staff Training			



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<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ol style="list-style-type: none"> 1. All Staff will actively engage in PLC collaborative teams during the 2017-18 school year 2. Each Collaborative Team will utilize team roles & document work using the LMMS Collaborative Team Agenda through OneNote. 3. All staff will be trained in SMART Goals during subject collaboration days. 	<p>Completion of weekly agenda-posting in OneNote</p> <p>PL training Timeline</p>	<p>Collab. Team Recorder & Admin.</p> <p>Principal</p>	<p>N/A</p> <p>PL Funds for substitutes</p>		
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ol style="list-style-type: none"> 1. Provide reading to all students in 6th, 7th & 8th grade with appropriate course placement (AC or on-level) 2. Provide Read 180 instruction at 6th, 7th & 8th grade for students reading two grade levels below expectations 3. Provide a reading and writing lab to all students 	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Informal reading Inventory (QRI 5)</p>	<p>Reading teachers and Diane Hanse</p> <p>Read 180 Teachers</p>	<p>SRI assessment tool</p> <p>Headphones w/mic (7)</p> <p>N/A</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>	<ol style="list-style-type: none"> 1. Provide Math Connections in 7th & 8th grade for students struggling at the end of 7th grade 2. Provide weekly Math Lab for re-teaching 3. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors) 	<p>Math Connections-grade profile</p> <p>GA Milestone Scores</p> <p>Percent of students passing grade level math course</p>	<p>Teacher</p> <p>Counselor</p>	<p>20 Day Funds</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<ol style="list-style-type: none"> 1. Utilize the monthly RTI process & school wider interventions to support struggling students 2. Utilize the Retention process to monitor and support struggling students by involving all stakeholders 	<p>RTI portal data</p> <p>Grade Level Retention team data</p>	<p>Administration Teachers, & Counselors</p>	<p>N/A</p>		



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<p>7. Other: (Priorities specific to school.)</p>	<ol style="list-style-type: none"> 1. Provide student incentives for historically truant students 2. Communicate with all stakeholders the negative impact of absences at Open House and through parent email 3. Continue to implement the Truancy Intervention Panel Meetings 4. Continue to implement the state guidelines for attendance monitoring at 3, 5 & 7 absences 	<p>Attendance Record reviewed monthly</p> <p>Average daily attendance on dashboard</p> <p>TIP reports</p>	<p>Clerk, Admin. & counselors</p> <p>Administration</p> <p>Clerk, Admin. social worker & counselors</p> <p>Teachers, Clerk & Admin.</p>	<p>Funding for incentives</p> <p>N/A</p> <p>N/A</p> <p>N/A</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 (Current School Year Plan and Evaluation of previous year's plan due September 1)</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>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>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<ol style="list-style-type: none"> 1. Implement the Coaching Model for special education students in the 8th grade 2. Transition to the Learning Commons Media Model 3. Refine implementation of a student mentor for at-risk students to assist/connect with MOID students (Kids In Contact w/Kids - KICKS program) 4. Establish a STEM Collaborative Planning Team to develop a STEM implementation timeline 	<p>Data collection and 6 week progress reports</p> <p>Increased patronage of the media center</p> <p>Increased student attendance for at-risk population and improved grades at 6 week progress reports</p>	<p>Sped teachers & Sped Admin.</p> <p>Media Specialist</p> <p>Counselor</p>	<p>N/A</p> <p>Additional Technology for Learning Stations</p> <p>N/A</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 Read 180 instruction at 6th, 7th, & 8th grade for students reading two grade levels below expectations and/or System 44 instruction per qualifying guidelines 2. Implement Math Connections in 7th & 8th grade for students struggling at the end of prior grade 3. Provide weekly Math Lab for re-teaching 4. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors) 5. Utilize the RTI process to support struggling students 6. Utilize the Retention process to monitor and support struggling students 7. Growth Mindset strategies taught to all 8th grade students in math 8. Provide before school core content Help Sessions for students who do not demonstrate mastery of standards on common formative assessments in core classes 	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Math Connections-grade profile</p> <p>GA Milestone Scores Percent of students passing grade level math course</p> <p>Number of students passing 5 of 7 courses at the end of each semester</p> <p>Increased motivation in math 8, data collected via student reflection</p>	<p>Read 180 Teachers</p> <p>Teacher</p> <p>Teacher</p> <p>Counselor</p> <p>Teacher, Counselors and Admin.</p> <p>Teachers</p>	<p>N/A</p> <p>N/A</p> <p>20 Day Funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</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. HS credit opportunities are offered to 8th grade students who qualify for Coordinate Algebra, Physical Science and Spanish 1 2. HS credit is offered to 8th grade students who apply and are accepted to complete Visual Art/composition course 	<p>Successful completion of the course with a passing score</p>	<p>Teacher</p> <p>Scheduling Admin.</p>	<p>HS certified staff</p>		



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Other: (Priorities specific to school.)						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Utilize stakeholder input to improve school processes. (AdvED)	Involve stakeholders through: <ul style="list-style-type: none"> Participation in PTSA Exec. Board/Committee Chair Meetings Monthly Coffee Talks w/Principal Monthly Hot Topics Parent Meetings sponsored by Counselors School Council LMMS Foundation 	Participation Data for PTSA and Meetings Survey Data Survey Data Foundation Participation Funding	Principal Principal Principal Counselor Principal Principal	N/A PTSA Support PTSA/Community speakers N/A N/A		



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> • Consistently promoting volunteerism • Cobb Chamber- Principal for the Day • Career Day • Socrates Club (Partner in Ed. Tutors) • Coffee Talk • Counselor Text Alerts • International Night • End of Year Celebration Carnival • End of Year Honors Program • Volunteer and chaperone class activities and field trips • Student performances to highlight student growth in music program 	<p>Survey Data</p> <p>Participation Data</p> <p>Survey Data</p>	<p>Administration</p> <p>Principal Teachers</p> <p>Counselors</p> <p>Principal Counselor Teachers</p> <p>Student Council/Teacher sponsor Teachers</p> <p>Teachers</p>	<p>PTSA/Community Speakers</p> <p>Community Volunteers</p> <p>PTSA Support</p> <p>N/A</p> <p>N/A</p> <p>Fundraiser \$</p> <p>N/A</p> <p>N/A</p>		
<p>Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> • Refine the Character Ed. Program during the 4th year of implementation to increase an awareness of Bullying Behavior. • Honor Roll Recognition • Student of the Day • Character Recognition • Clean Eagle Card Recognition 	<p>Survey Data</p>	<p>AP , Character Ed. Team, & Grade Level Teams</p>	<p>Restorative Practices Training (sub funding)</p> <p>Guest Speaker Funding</p> <p>Student Recognition Funding</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><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 (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><u>Focus Priority Status:</u> 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>	<p>Develop a professional learning plan that addresses differentiated options for teachers that include:</p> <ul style="list-style-type: none"> • Teacher Leader and PLC Collaboration Training to develop high functioning collaborative teams • Utilize best instructional practices to teach standards- Including: Content specific needs, Technology application in classroom, Enhance Rigor/DOK, STEM practices, CTLS & assessment support • Provide 2 structured collaboration days w/subject specific training for academic teachers and Sped Teachers in content PLCs to refine unit plans and design common formative and summative assessments using CTLS data tools. • Provide training for Sped. Teachers to gain skills in specialized instruction and reflection on student data 	<p>Participation Data for PL meetings</p> <p>Unit plan and Collaborative Agenda</p> <p>TKES Rating data on standards for planning, instruction and assessment</p>	<p>A.P. & Principal</p> <p>Evaluating administrators</p>	<p>Professional Learning Funds for trainers</p> <p>2 Subject Collaboration Days (Cell Tower Funds & Professional Learning Funds)</p> <p>N/A</p>		



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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE ²)	<ul style="list-style-type: none"> Utilize individual professional development plans as needed for teachers targeting specific standards of need. 	TLES checkpoint monitoring reports in Dynamic Dashboard Individual teacher mastery of standard	Administration Evaluating administrators Principal	District Support staff		
<i>Other:</i> (Specific to school.)						