



McCleskey Middle School 2017-18 Cobb Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></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>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>All teachers will Participate in and continue to Implement Cohort 4 FFAS Training</p> <p>In accordance with McCleskey's Monthly Meeting Plan, all Teachers are active members in at least three Collaborative Teams (Grade Level, Whole School, and Subject Area)</p> <p>Vertical Team Meetings with Feeder Schools 5th Grade Teachers- Essential Standards- Quarterly Meetings</p> <p>Administer RI/MI, and IOWA Scores to monitor Reading (and Lexile Levels) and Math Progress for individual students targeting both the bottom quartile and "bubble students"</p>	<p>SLO Pre and Post-Test Results and Training Logs</p> <p>Minutes, Agendas, and Collaborative Logs</p> <p>Meeting Minutes</p> <p>Test Scores, Baseline, Progress, and Final Test Data (RI/MI)</p>	<p>All Staff</p> <p>Admin and Teacher Leaders</p> <p>5th Grade Teachers (Feeder Schools) and 6th Grade Teachers (McCleskey)</p> <p>ELA, Math Teachers, Admin and Teacher Leaders</p>	<p>TTIS, and SLO Test Coordinator</p> <p>CTLS Standards and Essential Standards Planning Templates</p> <p>Score Results</p>	<p>SLOs were not administered with fidelity</p> <p>Met- Teachers meet on a regular basis in keeping with the Monthly Meeting Plan</p> <p>N/A</p> <p>Met- Instruction was adjusted and differentiated based on students' needs</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>



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<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>	<p>Develop Common Formative Assessments and Common Summative Assessments for all core content areas</p> <p>Utilize CTLS Assess to monitor data for individual students</p>	<p>CFA and CSA</p>	<p>Teachers, Admin, and TTIS</p> <p>Teachers, Admin, and TTIS</p>	<p>District Trainers</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Implement the 3 Big Ideas as a basis of all Collaborative Teams</p> <p>Introduce and Implement the 4 Questions as the instructional framework to guide collaborative talks, planning, and instructional focus in every classroom</p>	<p>Collab Team Mtgs Notes Monitoring of Meetings by Admin</p> <p>Collab Meeting Templates/ Questions Posted in each class daily</p>	<p>Admin and Teacher Leaders</p> <p>Admin and Teacher Leaders</p>	<p>PLC Handbook</p>		
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Increase the Lexile Levels of the bottom quartile students by two grade levels prior to April 2018 by utilizing Read 180 (HM)</p> <p>Using 20-Day Money, implement Accelerated Interventions (tutoring) morning and afternoon with certified teachers</p> <p>Using 20-Day Money, implement Accelerated Interventions (tutoring) for Saturday Tutoring with certified teachers</p>	<p>Baseline and comparative growth data reports</p>	<p>Tutors (Cert. Teachers)</p>	<p>Read 180 Licenses Funded by Cell Tower Funds</p> <p>20- Day Funds</p>		



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<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>	<p>Reduce the percentage of students performing at the bottom quartile band in Math by 10% before April 2018 by utilizing Math 180 (HM)</p> <p>Using 20-Day Money, implement Accelerated Interventions (tutoring) morning and afternoon with certified teachers</p> <p>Using 20-Day Money, implement Accelerated Interventions (tutoring) for Saturday Tutoring with certified teachers</p> <p>Use IXL for students performing on grade-level to grow performance</p>	<p>Baseline and comparative growth data reports</p> <p>The number of students scoring at levels 3 and 4 on the EOG</p>	<p>Tutors (Cert. Teachers)</p> <p>Cell Tower Money for IXL</p>	<p>Math 180 Licenses Funded by Cell Tower Funds</p> <p>20- Day Funds</p> <p>IXL Renewal-Cell Tower Funds</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>RTI</p> <p>Collaborative Team Meetings/Data Talks with Work Samples and Strategies/Interventions to Implement</p>	<p>Counselors, Admin, Teachers (RTI Team)</p> <p>Collab Teachers</p>	<p>District Trainers</p> <p>Grade-Level Collab Team</p>	<p>Prof. Learning</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Seek of attain Cobb STEM Certification</p>	<p>All Stakeholders</p>	<p>McCleskey STEM Team</p>	<p>PL on Interdisciplinary planning and implementation of lessons</p>		



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

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	<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>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Implement Minds in Motion Class to increase time on task/student engagement, focus, and cognitive function</p>	<p>Reduced off-task behaviors in the classrooms and reduced discipline referrals for off-task, disruptive behaviors</p>	<p>Teachers Megan O'Keeffe and Kelly Sangster, trainers</p>	<p>Standing desks, pedals, balance boards</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) 	<ol style="list-style-type: none"> 1. Read 180 program in small group classes Tutoring RTI 2. Math 180 program in small group classes RTI Tutoring 3. RTI Use of ISS Para for additional support During the school day 	<p>Lexile baseline and growth data/RI Growth Data</p> <p>Growth data from MI Scores</p> <p>Reduction in the number of students failing classes</p>	<p>Cell Tower Funds-Read 180 Licenses</p>			



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<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>	<p>All 8th Grade Students pursuing a high school diploma (not GAA) are enrolled in High School Physical Science. AC 8th Grade Math Students are enrolled in high School Algebra Business Students pursue Microsoft Certification</p> <p>AC Science Classes partner with the Shepherd Center for Case Studies</p> <p>Business Classes Partner with Shepherd Center to build prosthetic devices using a 3-D Printer</p> <p>Students use technology, camera equipment, sound board, mixers, laptops, lighting, microphones, to create and enhance a school news program</p>	<p>Percentage of students earning HS Science credit Percentage of students earning HS Math Credit</p> <p>Students work on real case studies to examine risk factors and incorporate them into PSAs for other students</p> <p>Students-Build 3-D Printer, Students-Create Prosthetic Devices and donate to Shepherd Center</p> <p>News Productions, creations of PSAs, and competitions</p>	<p>8th Grade Science Teachers 8th Grade AC Math Teachers 7th Grade AC Science Teachers Business Teacher Amy Krengel, Media Specialist and Students</p>	<p>Shepherd Center Partners for Training Cell Tower Funds for purchase of equipment</p>		
<p>Other: (Priorities specific to school.)</p>						



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

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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Conduct Climate Surveys for Students, Teachers and Parents as directed by State and AdvancEd</p> <p>Increase parent/stakeholder input through monthly Pulse Checks</p> <p>Increase stakeholder involvement and participation offering opportunities for communication via PTSA meetings, SPED and Gifted Parent Meetings.</p>	<p>Survey Results</p> <p>Survey Results</p> <p>Meeting Agenda and number of meeting participants</p>	<p>CCSD/GA DOE</p> <p>Principal</p> <p>PTSA, SSA, Gifted Coordinator</p>			



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Coordinate and host a variety of opportunities for families to be involved in the school:</p> <p>Volunteer opportunities in and around the school International Night High School Articulation Parent Meeting Magnet/IB Programs Meeting Rising 6th Grade Parent Meeting Reality U Dragon Dash Color Fun Run Health Fair</p> <p>Host Must Ministries Food Pantry</p> <p>Community Environmental Beautification and cleanup- Monthly</p> <p>Monthly Pulse Checks</p> <p>ParentVue Assistance and Training</p> <p>Office 365 Assistance and Training</p> <p>Weekly Voice, Text, and Email Messages with upcoming week's preview</p>	<p>Volunteer Sign-ups and Parental Presence throughout the building and during events</p> <p>Monthly pickup dates identified by families</p> <p>Cleanliness and aesthetic appeal of environment</p> <p>Google Results</p> <p>Increase in the number of families using</p> <p>Responses/follow up</p>				
<p>Other: (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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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Increase the number of teachers who are gifted-certified	Successful completion of Gifted Training	Teachers			
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	How to Determine Essential Standards Common Formative and Summative Test Construction High Impact Engagement Strategies Increasing your Toolbox- Effective use of Research-based Strategies for the Reluctant Learner	Lesson Plans CSA, CFA Strategies/ interventions listed for RTI				
Other: (Specific to school.)						