



McClure 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><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Administer Common Formative Assessments (CFA) by PLCs on a bi-weekly basis</p> <p>Administer the RI three times: August, December & March</p> <p>Administer the MI three times: August, December & May</p> <p>Adjust instruction as needed based on CFA Results</p> <p>Mav Block Intervention plan: acceleration & enrichment sessions</p>	<p>CFA results</p> <p>RI results</p> <p>MI results</p> <p>Team meeting minutes & grades/academic performance</p> <p>Attendance rosters</p>	<p>All teachers</p> <p>Reading/Academic Habits teachers</p> <p>Math teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>CTLS & iRespond</p> <p>RI program & computer lab</p> <p>MI program & computer lab</p>		<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>
<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>	<p>Administer Common Formative Assessments by PLCs on a bi-weekly basis</p>	<p>CFA data</p> <p>Local Summative data</p> <p>Milestones data</p>	<p>All teachers</p>	<p>CTLS & iRespond</p> <p>Teacher created assessments</p>		<p>IP</p>



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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>	<p>Teams by content/grade level will meet weekly</p> <p>Guiding Coalition of admin & teachers created to lead this work</p>	<p>Admin participate in meetings</p> <p>Monitor team meeting minutes</p>	<p>Admin & Teachers</p>	<p>Learning by Doing books</p> <p>PLC templates</p>		<p>IP</p> <p>IP</p>
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Continue RTI and SpEd strategies for those below grade level</p> <p>Mav Block Intervention sessions for identified students who are below grade level in reading or are a bubble students</p> <p>Utilize specialized instruction through Read 180 & System 44 class at each grade level for below level readers</p> <p>Administer the RI assessment three times a year-identify students reading below grade level and provide interventions in classroom and possible placement in Read 180 or System 44 class</p> <p>Students take a Reading or Academic Habits class. There are three levels to meet student needs: AC, on-level and small group.</p>	<p>Class assessments/grades</p> <p>Progress in Read 180/System 44 levels-data</p> <p>RI scores</p> <p>Class assessments & grades</p>	<p>Teachers</p> <p>Read 180 & System 44 teachers</p> <p>Reading/Academic Habits teachers</p> <p>Reading/Academic Habits teachers</p>	<p>Specialized instruction training for SpEd teachers</p> <p>Read 180 & System 44 programs; computer lab</p> <p>RI program; computer labs</p> <p>Cars & Stars books</p>		<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</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>	Utilize USA TestPrep for practice in identified areas of weakness	Monitor time spent in program	Math teachers	USA TestPrep subscription		IP	
	Administer bi-weekly CFAs					IP	
	Administer the MI assessment three times a year	Monitor time spent in program & results	Math teachers	Math teachers	CTLS & iRespond		IP
	Targeted tutoring for Math-invite "bubble kids" (2s to 3s, 3s to 4s)	Assessment data	Math teachers	Math teachers	RI program & computer labs		IP
	Mav Block sessions for identified students to work on areas of growth	Assessment results	Math teachers	Math teachers	Teachers & 20 Day Money		IP
	Mav Block sessions for identified students who need enrichment	# of times student attends tutoring & Mav Block sessions	Math teachers & Admin	Math teachers & Admin	Web-based programs/ teacher created materials		IP
	Identify from MI those students weak in addition & multiplication-provide remediation activities	Completion of acceleration activities	Math teachers			IP	
<p>6. Increase number of students academically completing every grade.(S)</p>	Continue RTI process and Special Ed monitoring	RTI portal activity and Special Ed grades	Counselors & teachers	N/A		IP	
	Mav Block sessions to improve academic achievement for at-risk students		All teachers	N/A		IP	
	PASS attendance parent meeting for students with excessive absences in 16-17	# of parent contacts/home visits made by SSW	School Social Worker & Counselors			M	
	Utilize School Social Worker to communicate with parents of at-risk students if not responding to school					IP	



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7. Other: <i>(Priorities specific to school.)</i>	Increase student attendance	Daily attendance reports	Counselors, School Social Worker, PPO and Administration	N/A		IP
	Increased parent & students communication with attendance data for all stakeholders	PTSA/school eblasts, website, Facebook		N/A		IP
	School Social Worker, PPO, Counselors and Admin will meet monthly to review student attendance data and monitor those on our watch list	Monthly meetings	Counselors, SSW & Admin	\$ to purchase reward items/parent donations N/A		IP
	School-wide Attendance Promotion-positive reinforcement for attendance	Monthly reward program-# of students & HRs rewarded	SSW & Counselors			IP
	Information session for parents & students who have missed 7+ unexcused absences	Meeting held & # of attendees				M



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

<p><i>District Focus Priorities</i> <i>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>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>Reading/Academic Habits curriculum was designed by our faculty to address needs identified by student data and teacher feedback-every student now has a Reading Class</p> <p>Mav Block Intervention Plan-twice a week identified students will have 32 minute per block for intervention: acceleration or enrichment.</p>	<p>Milestones & RI data</p> <p>Milestones & RI data Retention data Progress & Report card grades</p>	<p>Reading teachers</p> <p>All faculty</p>	<p>Cars & Stars books</p> <p>n/a</p>		<p>IP</p> <p>IP</p>
<p>Provide targeted resources for students:</p> <p>1. Not reading on grade level (Lexile)</p> <p>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</p> <p>3. Not on-track for graduation (S)</p>	<p>1. Use 20-day funds for tutors; administer the RI three times a year; placement in Read 180/System 44/Small Group Reading; Mav Block sessions</p> <p>2. Use 20-day funds for tutors; targeted intentional tutoring for bubble kids; Mav Block sessions</p> <p>3. Continue support through RTI and Special Ed interventions; Study Skills classes-7th & 8th</p>	<p>1. CFA data/Grades RI data Read 180/System 44 data Milestones results 2. Grades/CFA data Milestones results MI data 3. Grades Promotion Milestones results</p>	<p>All teachers Admin Counselor</p>	<p>RI program MI program 20-day money Read 180 & System 44 Cars & Stars books</p>		<p>IP</p> <p>IP</p> <p>IP</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>Mav Block will allow students who need acceleration the opportunity to receive specialized instruction in areas of growth.</p> <p>Mav Block will allow students who need enrichment the opportunity to receive specialized instruction in areas of strengths.</p> <p>High School courses in the following areas are offered in the 8th grade: Math, Science and World Languages.</p> <p>Gifted Connections classes are offered to enrich areas of student interests.</p> <p>An integrated STEM program is offered to 6th AC students to enrich the content in all core content areas and to strengthen college & career readiness skills.</p>	<p>Milestones & RI data</p> <p>Retention data</p> <p>Progress & Report card grades</p> <p>Student survey at end of semester</p> <p>STEM teachers</p>	<p>All faculty</p> <p>All teachers</p> <p>HS course teachers</p> <p>Gifted connections teacher</p> <p>Milestones & SLO results</p>	<p>Computer lab</p> <p>Gizmo program & Defined STEM program</p>		<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>		



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

<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>					
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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Share the stakeholder survey data with staff, School Council, PTSA and Foundation executive boards to identify areas of improvement</p> <p>ESOL parent nights</p> <p>Based on data implement the following:</p> <p>Improve communication through</p> <ul style="list-style-type: none"> • School Facebook page • School Twitter account • Frequent dial-outs • Sunday newsletter to staff • Weekly Maverick Minutes e-blasts from PTSA • E-blasts from administration <p>Spanish dial-outs from our IWC liaison</p>	<p>AdvancEd survey results & School Health Survey results</p>	<p>Administration</p> <p>ESOL teacher, Counselor & IWC parent liaison</p> <p>PTSA, Foundation Secretary</p>	<p>N/A</p>		<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</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>	<ul style="list-style-type: none"> -Meet & Greet day -PTSA -School Foundation -Sciencepalooza -Fine Arts Night -Music concerts -ESOL parent nights -Conference Week -Parent meetings -multiple opportunities for volunteerism through PTSA, Foundation, & grade level events -School Council -Disney trip chaperones -Olympics -Clubs (parent involvement) -Parent AM Carline patrol -Increase in # of staff on AM & PM carline -Reflections contest 	<p># of parents attending events</p> <p># of parents/families joining PTSA</p> <p># of parents/families supporting Foundation</p> <p># of parents volunteering</p>	<p>PTSA</p> <p>Foundation</p> <p>Administration</p> <p>Various departments</p>	<p>County personnel</p> <p>Staff</p> <p>Parents</p> <p>Executive boards for PTSA & Foundation</p> <p>Admin</p>		<p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</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 (<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: (<u>Due September 1</u>)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>



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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Teachers had to identify Priority & Supporting standards for their curriculum</p> <p>Sharing learning engagement strategies by department during clusters</p> <p>Sharing specialized instruction strategies during grade level Special Ed team meetings</p> <p>Special Ed is implementing a SWD Monitoring Sheet to monitor proficiency of grade level content standards which will be used to determine students needing additional supports & interventions</p> <p>Implement a Professional Learning Plan that is differentiated based on department needs & assessment data</p> <p>CTLS Training by the TTIS</p> <p>Teacher Induction Program</p> <p>All staff will attend cluster meetings monthly which will focus on Differentiation & Engagement</p>	<p>P & S Standards worksheet</p> <p>Classroom observations TKES</p> <p>Classroom observations TKES</p> <p>Milestones results & increase in # of students passing courses</p>	<p>Teachers</p> <p>Teachers & Admin</p> <p>SpEd teachers & SSA</p> <p>SpEd teachers & SSA</p> <p>Teachers & Admin</p> <p>TTIS</p> <p>Admin</p> <p>Admin</p>	<p>None</p>		<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Professional learning for teachers on differentiation and engagement strategies during monthly cluster meetings.</p> <p>Professional learning on instructional technology (to include student progress monitoring tools, engaging instructional strategies, etc.) provided to teachers as needed based on professional need.</p>	<p>Classroom observations TKES</p> <p>Classroom observations TKES</p>	<p>Teachers and Admin</p> <p>Teachers and Admin</p>	<p>n/a</p> <p>TTIS</p>		<p>IP</p> <p>IP</p>



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Other: (Specific to school.)	n/a	n/a	n/a	n/a		
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