



# Smitha 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></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><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>CPTs (Collaborative Planning Teams) have been <b>organized</b> so that teachers are able to <b>examine</b> diagnostic, formative and summative student data, which is then used to <b>adjust</b> instruction and monitor student progress.</p>	<p>RI, MI, EOG, Lexile, RTI, CTLS Assess, ACCESS (ESOL)</p>	<p>All content area teachers</p>	<p>CPT training</p>		
<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. <b>(S)</b></p>	<p>Common formative assessments will be <b>developed</b> in CTLS Assess and implemented in all core content areas.</p> <p>CPTs <b>monitor</b> students' progress on common assessments and <b>adjust</b> instruction to ensure that individual student learning needs are met.</p>	<p>CTLS Assess Usage Report</p> <p>CPT Common Assessment Data Form</p>	<p>All Content area teachers</p>	<p>CTLS Assess training</p> <p>Collaborative Planning</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. <b>(LD)</b></p>	<p>Common Collaborative Planning every Tuesday has been <b>implemented</b>. During Common Collaborative Planning, teachers work together to <b>ensure</b> their professional <b>success</b> and the academic success of students.</p>	<p>PLC Minutes, RTI Data, Common Assessment Data, Class Failure Lists, Touchstones, EOG/EOC</p>	<p>Administration, Counselors, Academic Coaches, PLC members</p>	<p>RTI Training, Data Dig Training, OneNote Training</p>		
<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p><b>Implement</b> a tiered reading program to address all student reading abilities.</p>	<p>RI Scores, Milestones, Read 180 Data, "REWARDS" Data</p>	<p>Administration, Reading Teachers</p>	<p>Springboard, Read 180 program, "REWARDS" program</p>		

# Smitha Middle School - 2017-18 Cobb Strategic Plan

<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><b>Utilize</b> flexible grouping driven by common assessments performance data</p> <p><b>Create and Implement</b> differentiated instruction to increase student achievement</p> <p><b>Ensure</b> students receive guided practice in math/algebra operations identified as priority needs based on EOG scores.</p>	<p>District Math Screeners (MI scores) MS Math- EOG, Common Assessments and Results, Touchstones</p>	<p>Math/ Math Connections teachers Title 1 Academic Coaches Administration</p>	<p>Assessment data (MI/EOG/IOWA and formative/summative data), Professional Development on effective instructional practices in differentiation/compacting/performance tasks for Math teachers, Quantiles.com Training, IXL, USA Test Prep, 20 day tutoring program &amp; Saturday program</p>		
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Collaborative teams will <b>utilize</b> assessment data to develop and implement differentiated/tiered instruction for more rigorous lessons.</p> <p><b>Implement</b> RTI strategies/weekly work sessions/before/after school tutoring to address students in need of intensive academic support</p> <p><b>Conduct</b> Student Led Conferences held in October and Academic Intervention Meetings will be held based on student performance.</p>	<p>Assessment data, grade profiles, researched based instructional strategies,</p>	<p>All Staff</p>	<p>EOG scores, grade profiles, number of students retained/placed/promoted</p> <p>Participation in Student Led Conferences and AIMS</p>		



# Smitha Middle School - 2017-18 Cobb Strategic Plan

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

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	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>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></p>	<p>Students were <b>identified</b> and placed in tiered Reading classes.</p> <p>Reading teachers will implement strategies that <b>support</b> the reading development or acceleration of student reading skills.</p> <p><b>Restructured</b> Smitha PBIS program to address social/emotional needs of students, to decrease student discipline incidents, and teach appropriate responses to different situations.</p>	<p>RI, CTLS Assess, Read 180, assessments</p> <p>Discipline Referral, Benchmarks of Quality (BoQ)</p>	<p>Reading teachers, Academic Coaches, Administration</p> <p>All Staff</p>	<p>Reading planning sessions, REWARDS training, Reading Strategies training</p> <p>PBIS Training, Cardinal Class Lessons, Counseling Groups, PBIS incentive program</p>		
<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><b>1. Schedule</b> students identified as not reading on grade level into REWARDS, Read 180 or Small Group reading classes (intensive intervention).</li> <li><b>2. Schedule</b> students identified as previously unsuccessful in math into Math Connections (intensive intervention)</li> <li><b>3. Create</b> before/after school Tutoring and Saturday School programs for students identified as not on-track for graduation.</li> </ol>	<p>EOG scores, MI/RI Universal Screeners, Grade Reports, Percent of students promoted based on CCSD guidelines.</p>	<p>All Staff</p>	<p>Read 180 Program, Math Support CPT release time, 20 Day Funds</p>		



# Smitha Middle School - 2017-18 Cobb Strategic Plan

<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>	<p><b>Schedule</b> qualifying 8<sup>th</sup> grade students to earn high school credits for Math, Science, and Foreign Language.</p>	<p>Increased enrollment in high school courses offered in middle school</p>	<p>8<sup>th</sup> Grade High School Algebra, Physical Science, and Spanish I</p>	<p>8<sup>th</sup> Grade High School Algebra, Physical Science, and Spanish I</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>	<p>Students' writing proficiency will be <b>identified</b> in the school wide Mock Writing Assessment implemented twice during the school year.</p>	<p>School wide Mock Writing Assessment</p>	<p>ELA/Reading teachers  Instructional Coaches  Administration</p>	<p>Mock writing scoring training  One-on-one student commentary training</p>		



# Smitha Middle School - 2017-18 Cobb Strategic Plan

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

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	<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:</b> (Due September 1)	<b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational
Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<p><b>Analyze</b> Stakeholder Survey data to determine needs.</p> <p>Regularly <b>collaborate</b> with groups that include a cross section of stakeholders, such as PTSA &amp; School Council, to seek input.</p> <p><b>Seek</b> input through various teacher led school committees (Wellness, Media &amp; Technology, Hospitality, PBIS, Design Team).</p>	<p>PBIS BoQ data Title I, District, and AdvED Surveys</p> <p>Meeting Minutes</p>	<p>Teachers, Admin, School Council, PTSA, School Counselors</p>	<p>Survey data</p>		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<p><b>Facilitate</b> quarterly parent informational and engagement sessions based on school and parental need.</p> <p><b>Facilitate</b> Academic Intervention Meetings (A.I.M) for students who are in jeopardy of failing.</p> <p><b>Provide</b> volunteer opportunities for parents/guardians to enhance parental involvement.</p>	<p>Attendance at parent meetings</p> <p>Frequency of parent volunteers</p> <p>Title I, District, and AdvED Surveys</p>	<p>All Staff</p>	<p>Prevention/ Intervention, Central Office Personnel, Local Administration &amp; Staff</p>		



# Smitha Middle School - 2017-18 Cobb Strategic Plan

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

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	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b>Focus Priority Status:</b> 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. <b>(AD)</b></p>	<p><b>Ensure</b> teachers' understanding of standards:</p> <ul style="list-style-type: none"> <li>• CTLS Teach</li> <li>• PLC process</li> <li>• District, local, state, national training</li> <li>• PLC Leads as identified at the local school that are engaged in ongoing staff development at the district level throughout the year.</li> </ul> <p><b>Ensure</b> teachers' understanding of learning engagement strategies:</p> <ul style="list-style-type: none"> <li>• Collaborative planning process as a part of PLCs that are guided by Administration and Academic Coaches.</li> </ul> <p><b>Ensure</b> teachers' understanding of formative assessments and student progress monitoring.</p> <ul style="list-style-type: none"> <li>• Cohort 4, CTLS Assess participant</li> </ul>	<p>Classroom walk through and observation data (Admin.), classroom focus walks (Academic Coaches), CPT Weekly Agendas, CTLS Usage Reports, Lesson Plans</p>	<p>Administration, Subject Area Coordinators, Academic Coaches</p>	<p>Common Planning Time PLC Training CTLS Training</p>		



# Smitha Middle School - 2017-18 Cobb Strategic Plan

Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE <sup>2</sup> )	<b>Provide</b> differentiated staff development: <ul style="list-style-type: none"> <li>• Individual teacher coaching and feedback provided by administrators and academic coaches</li> <li>• Provide support to teachers on a PLP</li> <li>• Continue teacher induction program for all new to Smitha staff</li> <li>• Use of highly effective teachers to provide training and support for staff members</li> </ul>	Participation in: <ul style="list-style-type: none"> <li>• Offered before/after school staff development</li> <li>• Conferences</li> </ul> Evidence in: <ul style="list-style-type: none"> <li>• TKES Platform</li> </ul>	All Staff	TKES & LKES evaluation, Teacher Needs Assessment, Title I funds		
<i>Other:</i> (Specific to school.)						