



(Tapp 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;"><u><i>Focus Priorities:</i></u> <i>(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 <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: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> • Team Collaboration bi-weekly as part of the PLC process to plan lessons, review student work/data, adjust according to student needs • Monthly (every 4 weeks) data summit to discuss overall student academic progress in content areas, as part of the PLC process • Develop recovery approach for students not making adequate progress 	<p>PLC attendance</p> <p>Best Practices Forms</p> <p>Meeting Agenda/Note</p> <p>Grade Report</p> <p>Recovery Process</p> <p>Formative and Summative Assessments</p>	<p>All content teachers</p> <p>Academic Coach</p> <p>Admin</p>	<p>Data Summit documents</p> <p>GradeVue</p> <p>CTLS</p> <p>Team Collaboration during Connections (2 X week)</p>		
<p>2. <i>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>	<ul style="list-style-type: none"> • Review CTLS platform and develop Pre-Post assessments to measure student's prior knowledge and post knowledge after teaching subject matter • Teacher teams to develop formative classroom assessments 	<p>Data reviewed from common assessments/creener</p>	<p>All content teachers</p> <p>Academic Coach</p> <p>Admin</p>	<p>CTLS training and discussions</p> <p>Using CTLS lessons/unit s as needed</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>	<ul style="list-style-type: none"> • Periodic team collaboration meetings (Grades 6-8 and Admin) • Develop team collaboration agendas or summary notes (Grades 6-8 and Admin) • School-wide focus on the 4 questions central to PLC's to guide collaboration and planning to meet student needs (Grades 6-8 and Admin) • Establish a PLC Guiding Coalition • Provide 2 or more all or half-day planning sessions per semester by content area (as needed) 	<p>Participation in team collaboration meetings (minimum 1 per week)</p> <p>Teacher meeting agendas or summary notes</p> <p>Admin meeting agendas/notes</p>	<p>Teachers and Admin</p>	<p>Team Collaboration time during Connections classes</p> <p>Periodic instructional planning day (sub teachers) provided by Professional Learning funds or Title I</p>		
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> • Administer to all students, a minimum of 3 X per year, the Reading Inventory assessment, identifying the students reading levels • Identify and assign students in the Reading Foundations class for students in grades 6 & 7 • Use Read 180 or a comparable program to address the unique needs of students reading below grade level • Provide a Study Skills class for all 8th grade students to provide additional literacy support across content areas (as needed) 	<p>RI data</p> <p>Read 180 data</p> <p>Student Lexile scores</p> <p>4 categories on the Reading Inventory</p> <p>-Advance -Proficient -Basic -Below Basic</p> <p>Performance on Milestones</p>	<p>Reading Teachers</p> <p>Academic Coach</p> <p>Admin</p>	<p>Reading teachers</p> <p>Read 180 resources</p> <p>Reading Inventory assessment</p> <p>Test Schedule</p> <p>CTLS</p> <p>Online resources</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>	<ul style="list-style-type: none"> Administer to all students, a minimum of 3 X per year, the Math Inventory assessment, identifying the students math levels Identify and assign students in Math 180 classes Identify and assign students to the 8th grade Algebra class 	<p>MI data</p> <p>Math 180 data</p> <p>Student Quartile scores</p> <p>4 categories on the Math Inventory -Advance -Proficient -Basic -Below Basic</p> <p>Percentage of students passing Algebra on Milestones</p>	<p>Math & Algebra Teachers</p> <p>Admin</p> <p>Academic Coach</p> <p>Algebra Teacher</p>	<p>Math 180 resources</p> <p>Online resources</p> <p>Math Inventory (MI)</p> <p>Math teachers</p> <p>CTLS</p>		
<p>6. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> “After The Bell” tutoring program for select students, depending on need (Reading and Math) Provide interventions and/or support to students who are in the RTI and IEP process, students failing courses Implement articulation meetings for 5th and 8th grade students During team collaboration time, PLC teacher teams address student’s needs who are demonstrating academic underachievement Provide up-to-date data in ParentVue for parents to track their child’s academic progress 	<p>Attendance at Articulation Meetings</p> <p>Attendance and performance in “After the Bell” program</p> <p>RTI meetings</p> <p>IEP meetings</p>	<p>Teachers</p> <p>Admin</p> <p>SSA</p> <p>Academic Coach</p>	<p>20 Day funds for after school tutoring</p> <p>RTI schedule</p> <p>IEP schedule</p>		



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<p>7. Other: (Priorities specific to school.)</p>	<p>Communicate attendance expectations to all stakeholders</p> <p>Conduct parent meetings/conferences as needed</p> <p>Continue Truancy Intervention Panel with support of Social Worker</p>	<p>Attendance Records</p> <p>TIP meetings</p>	<p>Attendance Clerk</p> <p>Social Worker</p> <p>Counselors</p>	<p>Attendance Records</p> <p>TIP meetings held</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><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>



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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>All students in grades 6 and 7 taking a specific Reading course</p> <p>All 8th grade students taking a Study Skills course to address academic underperformance, improve preparation for tests, recover missed assignments (as needed) to decrease failure rate</p> <p>Continued implementation of the Positive Behavior Intervention System (PBIS)</p> <p>Continued use of Document Based Questions (DBQ) in Social Studies- 8th gr.</p>	<p>Student Lexile improvement in Reading Foundations course</p> <p>RI Assessment</p> <p>Decrease in number of missing assignments earning a 0</p> <p>Decrease in discipline referrals</p> <p>Decrease in OSS</p> <p>Debrief meetings with local and district staff</p>	<p>Teachers</p> <p>Admin</p> <p>Academic Coach</p> <p>SSA</p>	<p>PBIS materials</p> <p>Reading teachers</p> <p>RI Assessment</p> <p>DBQ questions</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. All students in grades 6 and 7 in a Reading Course <ul style="list-style-type: none"> -Read 180 course for students underachieving in reading -Formative assessing students with the Reading Inventory 3 X per year to track progress 2. Math 180 offered to students underachieving in mathematics <ul style="list-style-type: none"> -Math tutoring after-school (as needed) 3. Offer grade/assignment recovery and Study Skills class at 8th grade <ul style="list-style-type: none"> -address 4 core PLC questions regarding student success -offer after school tutoring (as available) -update ParentVue to allow parents to track their child's academic progress 	<p>Read 180 data</p> <p>Reading Inventory data</p> <p>Reading Counts quizzes</p> <p>Math 180 data</p> <p>Math Inventory data</p> <p>Performance in Algebra class</p> <p>Milestones</p> <p>Goal-view data for students with IEP's</p> <p>Progress on interventions for students in the RTI process</p> <p>Team Collaboration meetings participation</p>	<p>All teachers</p> <p>Admin</p> <p>SSA</p> <p>Academic Coach</p> <p>Parents regarding tracking ParentVue information</p> <p>Counselors</p>	<p>Online technology and district programs</p> <p>Universal Screeners -RI and MI</p> <p>20 Day funds</p> <p>Collaboration Meetings</p> <p>PLC training</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>	<p>Identify and assign students in the Algebra course to earn high school credit</p> <p>Identify and assign students in the Advanced Spanish course to earn high school credit</p>	<p>Course completion and earning satisfactory grade</p>	<p>Algebra and Spanish teachers</p>	<p>Classroom resources</p>		



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Other: (Priorities specific to school.)	PBIS – continued implementation and fidelity of activities Tapp P.R.I.D.E. student recognition program	PBIS Data Tapp Pride Recognition list of students	Teachers Parent Facilitator	Partners in Ed. Support – Mayor and Powder Springs Climate Ratings-CCRPI		
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year’s plan due September 1)</u>					
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Utilize stakeholder input to improve school processes. (AdvED)	Analyze parent and staff survey results and information -implement findings consistent with district and school’s mission/vision	Ga. Health Survey Results Title I Meeting feedback	Parent Facilitator Admin	District Reports Title I Information Ga. Health Survey results		



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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>Parent Facilitator training sessions conducted during 2017-18 year</p> <p>Meet and Greet held before beginning of 2017-18 year -introduction of staff -tour of school -community vendors available</p> <p>Back to School Night (Open House) held prior to the end of the first 6 weeks of school -curriculum and syllabus information discussed in detail</p> <p>Annual Title I Meeting held for parents to discuss the Title I Grant and its support of Tapp Middle School-</p> <p>Annual Title I topics -school performance/data -volunteerism and parental involvement -Tapp Parent Involvement Policy</p> <p>Parent Teacher Student Association meetings, discussing participation and activities for the 2017-18 year</p> <p>Tapp School Council meetings</p> <p>Training parents on how to use ParentVue</p> <p>Fall and Spring parent input meetings</p>	<p>Training sessions conducted</p> <p>Sign-In list for Back to School Night and Annual Title I Meeting</p> <p>Membership in PTSA</p> <p>Feedback from Title I meeting (Parent Facilitator)</p> <p>Fall and Spring Parent input meetings (Parent Facilitator)</p>	<p>Parent Facilitator</p> <p>Admin</p> <p>Teachers</p> <p>Parents</p>	<p>Parent Training session materials</p> <p>Online resource -ParentVue</p> <p>Sign-In list (as available)</p> <p>PTSA support as needed</p>		
<p>Other: (Priorities specific to school.)</p>	<p>Cobb Leadership Academy</p>	<p>Student involvement and community service activities</p>	<p>Teacher Sponsor</p>	<p>Grants to underwrite the program</p> <p>Cobb tank funds</p>		



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

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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>Have students participate in training on the PLC process</p> <p>Professional Development on Spring Board ELA resources</p> <p>Professional Development in Instructional Strategies, Differentiation, Instructional Technology</p> <p>Ongoing use of CTLS to support teaching and learning activities</p>	<p>TKES personnel evaluation</p> <p>Meeting participation/ Attendance</p> <p>Observation of ELA teachers using Spring Board materials</p>	<p>Teachers</p> <p>Admin</p> <p>TISS Tech Coach</p>	<p>Spring Board resources</p> <p>CTLS resources</p> <p>TISS personnel to assist with technology training</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Review the TKES and LKES evaluation, form action plan for staff performing below Proficiency on the Summative Assessment</p>	<p>Improvement on specific TKES standard(s) -improvement must be to at least the level of Proficient</p>	<p>Staff Evaluated by LKES or TKES</p>	<p>Online access to TLE Platform</p> <p>Training in areas below Proficient (as needed)</p> <p>District and Local Coaches to support improvement</p>		
<p>Other: (Specific to school.)</p>						