

School: LOVINGGOOD MIDDLE

2016-17 Cobb County School District Strategic Plan – Final

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	<p>Teachers will COLLABORATE weekly with intentional data discussions using a common framework. They will GATHER/ANALYZE data from common assessments and use to ADJUST instruction.</p> <p>Language Arts teachers will USE a common rubric for scoring constructed response writing to bring uniformity to scoring process.</p>	<p>Common Assessment data</p> <p>Common Assessment data</p>	<p>Teachers and Administrators</p> <p>Teachers and Administrators</p>	N/A	<p>DDIF (Data Driven Instructional Framework) with notes housed on Staff Drive and Office 360 (Improvement is needed relative to consistency across teams)</p> <p>Mandatory weekly PLC meetings</p> <p>-----</p> <p>4-3-2-1 scoring rubric used school wide</p>	IP
3. 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)	Teachers will USE student performance results of common assessments to DIFFERENTIATE and specially DESIGN instruction to ultimately INCREASE student achievement.	Common Assessment data	Teachers and Administrators		DDIF/lesson plans reflect differentiation based on ability levels and assessment results	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>PROVIDE grade level/content trainings:</p> <ul style="list-style-type: none"> • CCSD Technology updates 8/22 • STEM initiative – 8/22 • Social/Emotional Engagement – 9/12 • Common Strategies/Assessments • Data Analysis/Differentiation • Release days for specific trainings per content LArts Teachers – Constructed response with CTLS – 10/3 	<p>Observations – TKES Platform lesson plans.</p>	<p>Teachers, administrators and county personnel.</p>	<p>County personnel, TTIS, subject area supervisors and teachers.</p>	<p>Staff development plan and professional learning agendas</p> <p>Weekly PLC meetings</p> <p>Monthly Technology Committee meetings</p> <p>Tech Tuesdays Webinar Wednesdays</p> <p>CTLS Trainings through the district</p> <p>SLDS staff training</p> <p>Monthly departmental meetings</p> <p>Schoolwide STEM training and 6 specific trainings for STEM Team</p> <p>2016-17 PL plan attached</p>	<p>IP</p>
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<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Teachers will <u>USE RI</u> lexile scores to align with correct levels of texts in core content areas to help differentiate instruction.</p>	<p>RI results data from 3 administrations (Aug., Jan. and Apr.)</p>	<p>Teachers; Subject area coordinators, Media Specialist and administrators</p>	<p>RI/MI program components; Destiny database</p>	<p>Content related books are aligned to student lexile scores. This key action needs improvement and monitoring</p>	<p>IP</p>
	<p><u>INCREASE</u> lexile provided by RI student performance results for low level readers (this includes SWD and EL populations) The specially designed instructions include Read 180, and Systems 44</p>	<p>RI results</p>	<p>Teachers and Administrators</p>	<p>Assessment- Reading Inventory Program- System 44 READ 180</p>	<p><u>Improvement was evident Below Basic Readers</u> Fall: 6th= 12% 7th= 8% 8th= 8% Spring: 6th= 6% 7th= 4% 8th= 5%</p>	<p>IP</p>
	<p><u>INCREASE</u> EL student achievement by moving students' levels one bandwidth. Teacher will <u>PROVIDE</u> targeted direct intensive instruction in the English language while focusing vocabulary in all content areas. The specially designed instructions include Power Vocabulary and E-book explore</p>	<p>ACCESS DATA</p>	<p>ESOL Teacher</p>	<p>Computers and software</p>	<p>The ACCESS 2.0 assessment was re-scaled this year to meet college and career readiness standards. ESOL services now needs to consider the student's academic performance along with ACCESS scores.</p>	<p>IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Math and Math connections teacher(s) will USE student performance results of common assessments to DIFFERENTIATE and specially DESIGN instruction to ultimately INCREASE student achievement</p>	<p>MI Results data from 3 administrations</p>	<p>Math Teachers</p>	<p>Hands-on activities and performance tasks.</p>	<p>MI data discussions in PLCs as evidenced in framework notes</p> <p>MI scores used to determine instructional readiness per unit as evidenced in PLC discussions</p> <p>All grades showed an average growth in quantiles on the MI</p> <p>Algebra I/Geometry Block (100 % passing rate)</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>PROVIDE course support, specially designed instruction, and tutoring opportunities</p> <p>IMPLEMENT RTI strategies</p>	<p>Quarterly failure report</p> <p>RTI data in portal</p>	<p>Teachers and Administrators</p> <p>Teachers and Administrators</p>	<p>PLCs</p>	<p>Math Support, Read 180 and Tutoring provided throughout the year</p> <p>RTI Meeting held once a month and regular data input and discussions per student for improvement plans</p>	<p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>BEGIN IMPLEMENTATION of STEM PROGRAM initiative through science classes. Targeted (2) science teachers will gather baseline data and plan to implement one project per quarter with their classes</p>	<p>Quarterly student projects with evidence of STEAM components</p>	<p>Science Teachers</p>	<p>Computers</p>	<p>Shifted from STEAM to STEM</p> <p>STEM Team training</p> <ul style="list-style-type: none"> • STEM Portfolio • STEM integration across grade levels <p>Implementation of STEM program (2017-18) as a result of training this year (Science/LA collaboration – 8th Grade application process for STEM classes</p>	<p>IP</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, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>						<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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: (Due June 30, 2017)</p>	<p>IP</p>	
	<p>TRANSITION the Media Center to a CLC Collaborative learning Center one phase at a time</p>	<p>Physical space changes and teacher/student /parent feedback</p>	<p>Media Specialist and parapro; all stakeholders</p>	<p>Funds/ Furniture and more technology</p>	<p>Mobile furniture</p> <p>Soft-seating spaces</p> <p>Large touchscreen monitor</p> <p>Device charging station</p> <p>Group meeting space</p> <p>Continuation of CLC (Collaborative Learning Center) development</p>		

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)	For targeted/At risk students 1. PROVIDE Read 180 2. PROVIDE Math Connections 3. IMPLEMENT RTI and PROVIDE Study Skills classes and school wide tutoring	RI/MI data results	Teachers	Software; 20 day funds	Class Rosters indicate changes made as students needed support or mastered the use of support in Read 180 and Math Connections classes; LA, Math, and Reading tutoring offered on Mondays, Tuesdays and Thursdays; Study Skills was provided 1st semester and Math support classes	IP
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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)
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<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</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: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p><u>SURVEY</u> parent, student and staff to garner stakeholder input via:</p> <ul style="list-style-type: none"> • FACE TIME • School council • Student council • PTSA • Counselor Advisory board • Partners in Education • Community Collaboration Event • School Foundation 	<p>Survey results and feedback</p>	<p>District reports and Administration</p>	<p>Community participation</p>	<p>Calendar Dates of listed meetings for:</p> <p>Face Time Meetings – 9/14, 12/7, 2/28</p> <p>Principal’s Advisory Meeting – 10/2, 12/2, 4/27</p> <p>Counselor Advisory Board – 1/25</p> <p>Partners In Education Luncheon – 11/8</p> <p>School Foundation Meetings – 12/14, 1/11, 1/23, 3/22</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p><u>OFFER</u> parent sessions based on stakeholder feedback at varied times to accommodate parents</p>	<p>Participation and attendance</p>	<p>Stakeholders</p>	<p>Community participation</p>	<p>Community Collaboration Event – May 23, 2017 5:00 to 7:00pm</p> <p>I-Parent Session – 9/14</p> <p>I-Parent Session – 10/12</p>	<p>IP</p>

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: <u>(Due June 30, 2017)</u>		

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	<p>CONDUCT interviews with a panel and use of a rubric REQUIRE written component for interviews</p> <p>DEVELOP and RETAIN teachers with multiple skill sets, such as gifted and ESOL endorsements, special education qualifications, and 21st century teacher traits.</p>	<p>Interview questions that address long term goals</p> <p>Increase the number of staff members participating in optional professional development opportunities.</p> <p>Increase from 10% to 20 %.</p>	<p>Administration</p> <p>Certified Staff & Administration</p>	<p>Talent Ed/HR</p> <p>County support to facilitate training classes (Wi-Fi Wednesdays)</p>	<p>Interview rubric and panel interviews are in place</p> <p>Interview question were developed for various content areas</p> <p>Highly Qualified and level ¾ TKES teachers are specifically sought</p> <p>Tech Tuesday's to support 21st century teaching</p> <p>TSE or TLE Endorsements</p> <p>In-house teacher mentors</p>	<p>IP</p> <p>IP</p>
Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	<p>PROVIDE all grade level/content trainings:</p> <ul style="list-style-type: none"> • CCSD Technology updates – 8/22 • STEAM initiative – 8/22 • Social/Emotional Engagement – 9/12 • Common Strategies/Assessments • Data Analysis/Differentiation 	<p>Observations and TKES ratings for standards 3, 4, 7 and 8</p>	<p>Principal, Administration and Teachers</p>	<p>County support</p>	<p>Common Strategies/Assessment Training provided on Oct. 24th with follow up from the district to support the implementation</p>	<p>IP</p>

Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE ²)	PROVIDE constructive feedback within platform for areas of concern	Walkthroughs/ TKES observations feedback; Self-Reflections	Principal, Administration and Teachers	TKES Platform	TKES Platform report cycle revealed a continued need to focus in the areas of: <ul style="list-style-type: none"> • Differentiated Instruction • Assessment Strategies • Academically Challenging Environment 	IP
Other: (Specific to school, division, or area. Can be more than one.)						