

Barber Middle School 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> -Attend Guiding Coalition Curriculum training -Redeliver training to teachers to assist with prioritize standards -Work in collaborative meetings and/or release days to identify and prioritize standards from the curriculum frameworks located in CTLS -Consider four criteria when prioritizing standards (readiness, endurance, leverage, external exams) 	Professional Development Agenda Collaborative Teams Agenda/Minutes	
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> -Meet weekly with content area teachers to address the 4 critical questions related to professional learning communities. -Coordinate opportunities for fine arts and connections teachers to collaborate with other schools in the area on a weekly basis using Microsoft Teams and periodic face-to-face visits. 	Collaborative Team Agendas/Minutes as documented Microsoft Teams	<ul style="list-style-type: none"> -Content teachers met weekly to develop lesson plans, identify standards, and create common assessments -Connections and fine arts teachers met weekly to discuss operational information- performances, events, etc.

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<ul style="list-style-type: none"> -Develop and input formative assessments in CTLS during collaborative team meetings -Analyze student performance data during collaborative meetings and adjust instruction/lessons to be accessed in future classes 	CTLS Data Collaborative team minutes	<ul style="list-style-type: none"> -ELA and Math teachers completed Touchstones in CTLS -Science and Social Studies teachers created and submitted some formative assessments -TTIS and Academic Coach provided professional development to all staff members as a cohort 4 school
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> -Organize and execute the administration of the Scholastic Reading Inventory -Review and analyze results during collaborative meetings -Provide an in-school or out-of-school intervention to all students who scored below basic on the RI via Read 180/Systems 44 during ELT or extended day after school program -Provide a math intervention to all students who scored below basic on the last MI administration via Math 180 (ELT) or Math Support (connections) -Address foundational deficits through Moby Max and direct instruction from the teacher during extended day after school program 	RI Data Milestones ELA Scores/ Lexile Scores MI Data Milestones Math Scores Common Assessment Performance	<ul style="list-style-type: none"> -All 6th-8th students completed three administrations of the Scholastic Reading Inventory -6th and 7th grade students who scored below basic on the RI participated in Read 180/Systems 44 -Participants in Extended Day attended 40 sessions after school using Moby Max and direct teacher instruction



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	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ul style="list-style-type: none"> -Implement Read 180/Systems 44, Math 180, and/or Math Support in 6th-8th grades to students who scored Below Basic and Basic on the Reading Inventory or Milestones -Use lexiled passages in Springboard, NewsELA, and/or Readworks to reach and exceed their lexile/literacy level -Use WIDA standards and components of Read 180/Systems 44 -Place students identified as below basic on the Reading Inventory on RTI and offer them Extended Day -Use the RACE reading comprehension rubric/writing rubric to improve reading comprehension and writing in content and connections classes 	Score Reports from: Read 180 Math 180 Milestones Lexile Scores Milestones Math Scores ACCESS Scores (ELL students) RACE Rubrics	<ul style="list-style-type: none"> -Percentage of students on grade level for reading performance on grade specific Milestones 6th Grade 65.7 7th Grade 77.8 8th Grade 83.3 -Percentage of students scoring level 2 or better on the Math Milestones 6th Grade 84 7th Grade 84.8 8th Grade 82.5
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p><u>Staff Input:</u></p> <ul style="list-style-type: none"> -Utilize Guiding Coalition (which includes content leads and other teacher leaders) to share input regarding school processes, improve instruction and student performance, and to meet monthly to discuss Cobb Collaborative Communities and any content/grade level concerns. -Meet monthly with RTI2 team to address student deficits and interventions. -Meet weekly with CCC's to create lesson plans, common assessments, plans for instruction, accelerated interventions, and extension. -Participate in grade level meetings held twice monthly to address grade level concerns and needs. -Complete GA School Climate Survey. -Use stakeholder survey data, input in professional learning communities, and input from parents during Principal Coffee & Conversation as well as Title I Input meetings to enhance current school practices <p><u>Student Input:</u></p> <ul style="list-style-type: none"> -Select Jr. Tribal Connections (formerly Student Council) grade level representatives to address concerns or provide suggestions with administration -Complete GA School Climate Survey <p><u>Parent Input:</u></p> <ul style="list-style-type: none"> -Participate in PTSA -Complete GA School Climate Survey -Attend Principal Coffee & Conversation as well as other Title I/parental involvement opportunities -Utilize the open door policy with administration to address concerns or provide feedback 	<p>GA Climate Survey</p> <p>Attendance logs</p>	<ul style="list-style-type: none"> -Staff participated in collaborative meetings, RTI, etc. to address students' academic and behavior needs. -Students converted Student Council into Jr. Tribal Connections and met with NC's Tribal Connections team to get ideas on how their group should function. -Parents participated in PTSA and attended various events in which they shared concerns and/or suggestions about events offered, how to enhance current offerings, and what areas of the school and its programs should be deleted or amended.
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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>-Devise the BARBER MIDDLE SCHOOL 2018-2019 Family Engagement Activities which includes multiple opportunities for parents to interact with administration (Principal Coffee and Conversation, State of the School, School Improvement Forums), opportunities to learn more about what students are learning in content areas (Family Nights, Munch & Learn, Holiday Lunch & Learn), opportunities for the school to go to the community (Barber on the Road).</p> <p>-Email Barber Weekly Update to families every Thursday. Text messages sent as reminders weekly.</p> <p>-Promote PTSA participation and volunteerism.</p> <p>-Host parent meetings based on topics ranked highest on the surveys (Ex. Mental health, suicide prevention, substance abuse, etc.)</p>	<p>-Attendance logs</p>	<p>-Increased opportunities were provided to increase parental involvement. Parent Liaison maintained attendance logs.</p>
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<ul style="list-style-type: none"> -Attend Guiding Coalition meetings -Lead collaborative meetings and department meetings. -Facilitate professional development based on identified strengths -Participate in professional development trainings to enhance leadership qualities. 	<p>Effectiveness of collaborative meetings, department meetings, and/or professional development</p>	
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"> -Use 17-18 summative evaluations, formative evaluations, self-assessment, walkthroughs, and observations to determine level of need based on standards' ratings, formal and informal observations, and teacher request -Offer required and optional professional development facilitated by district personnel and teacher leaders via Microsoft Teams and/or face-to-face sessions to address staff needs and provide familiarization. 	<p>TKES/LKES Evaluations</p>	<p>-TTIS, Academic Coach, and Administration identified professional development needs based on teacher feedback, requests, and identified deficiencies. A calendar for this year was created to address monthly needs.</p>