

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"> • Lesson plans are turned in to admin bi-weekly • Collaboration is required every Tuesday • Subject area meetings occur monthly • PD for teachers monthly led by Academic coaches • Focus on Learning Targets • Each collaborative team is required to prioritize standards 	<ul style="list-style-type: none"> -Lesson plans -Collaboration minutes -TKES results -Agendas from subject area meetings -PD agendas 	<ul style="list-style-type: none"> -Lesson plans are collected and reviewed every two weeks -Collaboration minutes are placed on OneNote. Collaboration is held every Tuesday and more frequently for some collaborative teams. -Subject area leaders work with the academic coaches to complete the agenda for subject area meetings which are held once a month before school -PD is held two a month on Wednesdays alternating with RTI.
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> • Collaboration held with all content teachers weekly and at least bi-weekly for Connections' teachers • Same template used for all collaboration meetings with a defined roles, responsibilities and Norms 	<ul style="list-style-type: none"> -Collaboration minutes -Lesson plans -Non-negotiable walkthrough checklists 	<ul style="list-style-type: none"> -A specific agenda is required to be used for weekly collaboration and agenda notes placed on OneNote -Non-negotiable checklist is used during the first month of school before walkthroughs can be conducted so that instruction and classroom environments can be monitored.

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"> • CTLS will be used in all content areas this year. • ELA and math will use the mini-touchstones as formative assessments to determine student's mastery towards grade level standards. • Common assessments are used by all content teachers are resulted placed in CTLS assess 	The use of CTLS and USA Test Prep	<ul style="list-style-type: none"> -CTLS and USA Test Prep were used to monitor the results of assessments and GA Milestones were in line with those results (math) -Last year, ELA did not use the mini-touchstones as often as expected and the results on the Milestones in ELA was in line with that lack of us. This year both ELA and Math will consistently use the mini-touchstones.
	<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"> • The RI will be given three times this year and the MI at least twice • Mini-touchstones will be given in ELA and math classes in all grade levels and uploaded onto CTLS • The assessment questions in CTLS will be used in Science and Social studies for remediation and enrichment • USA TestPrep will be used to assess students for diagnostics and benchmark purposes as well as continuous formative assessments. 	<ul style="list-style-type: none"> -RI and MI data will be used to place students for remediation classes and to highlight growth after the second and third administrations -The Academic Coaches/PLC leaders will share out data from CTLS at leadership and subject area meetings 	<ul style="list-style-type: none"> -The data from the RI and MI was monitored and individual teacher results shared after the second and third administration of both assessments. -RI and MI results used for determining student placement in support classes and RTI recommendations. -



Cooper Middle School/ 2018-2019 Strategic Plan

	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> • We have 10 teachers who teach a Read 180 class during third period and 1.5 full time Read 180 teachers. • The lowest performing 6th and 7th grade students will be invited to the Breakfast Club to receive additional reading time before school starts for at least two days a week. This will continue up until the GA Milestones • Goal setting parent meeting- (PAWS)- Parents will be taught how to write a SMART goal for their student and given resources on how to help their students improve in reading and math. • We have hired three Title I tutors- one per grade level. They work 3.5 hours per day, five days a week. Each tutor teaches a math support class and supports students by pushing in to the grade level classroom. • Two math teachers per grade level teach a math support class during third period and we have a fulltime math support teacher 	<p>-CCRPI data -RI and MI growth data -GA Milestones growth data -Formative assessment data from CTLS -USA TestPrep</p>	<p>-The majority of the students in the 7th and 8th grade math tutor's classes demonstrated growth -The majority of the students in the Breakfast Club demonstrated growth in reading. - Two PAWS Parent's Nights were held in September and January. The survey results showed that parents appreciated getting their student's data and receiving guidance on how to read them and how to assist their students. -Throughout the year, each collaborative team redeployed students and retaught and retested students. -8th grade social studies and science students who were performing below grade level received an additional period of instruction during the school day for six weeks before the Milestones.</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Cooper Middle School/ 2018-2019 Strategic Plan

<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ul style="list-style-type: none"> • Results of stakeholder surveys from students, parents, and staff 	<p>-School climate surveys</p>	<ul style="list-style-type: none"> - We have not received the climate surveys from 2017-18. - Our greatschools.org rating has increased to 8/10.
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ul style="list-style-type: none"> • 6th grade parents Boo-Hoo breakfast on the first day of school • Cooper PAWS Parent Nights- September and January • Conference week • 8th grade parent night in January • Meetings held with parents of students who did not improve by at least 50 points on the second administration of the RI and MI • STEM Night in the spring 	<p>-Parent participation/sign in sheets</p> <p>-Parent survey results from Conference Week</p> <p>-Student achievement results</p>	<p>-We received positive feedback from our parents about our Boo Hoo breakfast and the PAWS Parent Nights</p> <p>-We also made adjustments to Conference Week based on parent's feedback.</p>

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

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Cooper Middle School/ 2018-2019 Strategic Plan

<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"> • Teachers are given the opportunity to serve as academic coaches, subject area, PLC and team leaders. These leadership opportunities include content and Connections’ teachers. Expectations are established and shared and there is an application process for coaches, subject area and team leaders. • Coaches model lessons and support teachers • Coaches also review lesson plans in social studies and science 	<p>-The school’s professional development plan is used.</p>	<p>-Six teachers are a part of the Cobb Teacher Leader Academy. -Teachers were given opportunities to visit other schools -Teacher leaders are given opportunities to assist with some administrative duties, especially testing, school discipline, and writing the strategic plan</p>
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"> • Coaches serves as support for teachers who are on remediation plans • Coaches plan and deliver PD during the bi-monthly PD on Wednesdays 	<p>-TKES results and teachers surveys are used to determine PD topics.</p>	<p>-Use of Global PD during collaboration and faculty meetings supported teachers’ understanding of assessing student performance and using data to guide instruction -Focus walks were conducted in several content areas -PD was conducted about moving from a low performing team to a higher performing team. -Individual meetings are held with administrators and areas in need of improvement/growth are discussed.</p>