

Dickerson 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>	<p>Create time for teachers to receive professional development while in CCCs to understand the need for and process of prioritizing standards.</p> <p>Create time for teachers to complete the work of prioritizing standards.</p>	Collaborative team agendas, lesson and unit plans, observations/TKES results, professional development materials	N/A: Was not in the 2017-2018 SSP
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	During Tuesday/Thursday CCCs, use the four questions as our essential questions to drive each weekly meeting and team collaboration, including the analyzing of student data.	Collaborative team agendas, meeting notes, lesson and unit plans, observations/TKES results	In progress: CCCs meet every Tuesday/Thursday with a focus on student learning. One of the four questions will be answered each time we met.

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>	Review and Continue to implement common assessments via CTLS.	CTLS Assess Reports	In progress: Teachers will use CTLS to create, implement, and analyze data from common assessments with support from the TTIS.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Use data to differentiate instruction and adjust instructional focus.	RI and MI Data, CCC minutes	In progress: Teachers continue to use data to drive instructional decisions. (2018 EOG data: Percent of students at level 3-4: ELA: 6 th : 77.0% 7 th : 76.0% 8 th : 85.0% Math: 6 th : 79% 7 th : 92% 8 th : 92% Social Studies: 8 th : 82.6% Science: 8 th : 76.2%)

Dickerson Middle School 2018-2019 Strategic Plan

	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Reading:</p> <p>Provide RTI and other strategies such as Extended Day tutoring for students at risk for failure or not reading on grade level.</p> <p>Administer universal screener in reading and use the data to better monitor and advance each student's individual performance and progress</p> <p>Math:</p> <p>Increase the number of students being served in advanced math courses.</p> <p>Use common constructive response assessment items on class activities and assessments.</p> <p>Use math inventory to identify students in need of math support.</p> <p>Use Collaborative Data Teams to identify students needing remediation or additional help in all subject areas focusing on math computation/application.</p>	<p>Reading:</p> <p>CCRPI Reading Achievement Scores</p> <p>Existing data (attendance records, testing history, placed/retained lists, RTI, Sp Ed, RI, etc.)</p> <p>RI Data</p> <p>Math:</p> <p>CCRPI Math Achievement Scores</p> <p>Scheduled students</p> <p>Review of shared assessment items</p> <p>Math Inventory Data</p> <p>CCC Minutes</p>	<p>Reading:</p> <p>In Progress: Identify students to be invited to Extended Day, added to RTI Tier 2, and other best practices to improve their reading level</p> <p>In Progress: The Reading Inventory will be administered at least three times a year for student progress monitoring</p> <p>2018 Spring data from RI:</p> <p>6th Grade: Advanced: 67% Proficient: 18% Basic or Below: 15%</p> <p>7th Grade: Advanced: 72% Proficient: 18% Basic or Below: 10%</p> <p>8th Grade: Advanced: 72% Proficient: 22% Basic or Below: 6%</p> <p>EOG/ Milestone Reading (2018 EOG data: Percent of students reading on grade level: 6th: 77% 7th: 76% 8th: 85%)</p> <p>Math:</p> <p>In progress: Ongoing discussion of placement criteria for future placement into appropriate math classes.</p> <p>In progress: Teachers will develop constructive response assessment</p>
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Dickerson Middle School 2018-2019 Strategic Plan

				<p>items to use in class and on their common assessments.</p> <p>The math inventory will be administered at least three times per year to identify struggling students.</p> <p>CCCs developed remediation plans to support math students.</p> <p>2018 Spring MI Results:</p> <p>6th Grade: Advanced: 20% Proficient: 52% Basic or Below: 28%</p> <p>7th Grade: Advanced: 36% Proficient: 45% Basic or Below: 19%</p> <p>8th Grade: Advanced: 46% Proficient: 39% Basic or Below:</p> <p>EOG/ Milestone Math (2018 EOG data Math percentages of students at level 3-4: 6th: 79% 7th: 92% 8th: 92%)</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*



Dickerson Middle School 2018-2019 Strategic Plan

Superintendent's Priorities	District Initiatives	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)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Review and Respond to stakeholder survey data to implement initiatives based on student, staff and community input.</p> <p>Offer Grill the Hill talk back sessions with parents and students</p>	GA Climate Survey data	<p>In Progress: Stakeholder data used to make decisions and implement initiatives.</p> <p>In Progress: Parents and students will be invited to attend Grill the Hill throughout the year.</p>
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<p>Provide parents with informational packets containing relevant middle school topics intended for parents to use as talking points with their student(s)</p> <p>Provide multiple forms of communications with families to include weekly eblasts, Friday at 5 Junior Raider Report phone call out, teacher blogs, emails, Twitter, Facebook, and the school website.</p> <p>Expand volunteer opportunities so parents can “Share your expertise.”</p>	Data from parent speakers, newcomers participation, and numbers of parents sharing their expertise.	<p>In Progress: Counselors and administrators (also in collaboration with ECCC PTSA and CCSD Prevention Intervention) to work together to create survey for topics and development of informational packets</p> <p>In Progress: Eblasts have been in practice – all other entities are either new or being enhanced.</p> <p>In Progress: Volunteer opportunities will be offered to parents to “Share your expertise.”</p>



Dickerson Middle School 2018-2019 Strategic Plan

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: (<u>Due September 1</u>)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<p>Schedule Tuesday CCCs to focus on data driven instruction using the four questions as our essential questions</p> <p>Utilize district level support personnel as needed to assist in training teachers and administration (Microsoft Innovative Education training)</p>	<p>Professional Development Plan</p> <p>CCC Agendas</p>	<p>In progress: CCCs will meet every Tuesday/Thursday with a focus on instruction. One of the four questions will be answered each time we met.</p> <p>In progress: District level support personnel will be used to support our teachers and administration in technology, STEAM, standards-based instruction, new adoptions, and more.</p>
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<p>Utilize teachers' TKES Self-Assessments and Professional Learning Goals to determine/seek/develop necessary professional development</p>	<p>Results from TKES and LKES Evaluations</p>	<p>In Progress: CCC agendas will be developed with TKES goals in mind.</p>