

Garrett 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>	<ol style="list-style-type: none"> Provide Professional Development in September for identifying the priority standards. Teacher will receive support in identifying the leverage, assessment, endurance and readiness of Standards. All collaborative teams will analyze standards to identify priority and supporting standards. This will take place during content collaboration. Follow up with school Professional Development in October, facilitated by Academic Coach. 	(Use collaborative team agendas, unit plans, observations, and/or TKES results)	<ol style="list-style-type: none"> N/A N/A N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ol style="list-style-type: none"> Weekly Collaborative meetings are held to discuss student performance. Collaborative agenda includes four guiding questions, when assessing student performance. All weekly common assessments are entered in CTLIS allowing for data to be quickly desegregated. Teachers enter/assess/adjust weekly data on school data sheet shared document, which includes performance level information for every period and overall student performance. 		<ol style="list-style-type: none"> Meetings held with fidelity for all core content areas. Data collected, analyzed and next steps for instruction identified weekly. 2018-2019 data will be collected in uniformed manner.

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>	<ol style="list-style-type: none"> All core content weekly assessments are administered using our student iRespd system. This data reflects the effectiveness of instruction and students' level of mastery. Training has to be provided for new staff members (August). Refresher available for those who may need additional support. Facilitated by TTIS. Deliberate use of instructional strategies and differentiation methods (from CTLS) for students, will be incorporated in collaborative planning. 	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	<ol style="list-style-type: none"> All teams met and Math and ELA utilized CTLS for common assessments 2017-2019. 2018-2019 all core content weekly assessments given through CTLS. 3/4 CLTIS PD was provided for all staff and has been provided for the 18-19 new staff. 4.N/A
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ol style="list-style-type: none"> Increase average point gain by 10 lexiles. Average gain will increase from 68 lexiles to an average of 78 lexiles. Increase average quantile point growth by 10 quantiles from 105 to 115 average quantile growth. Students placed in/removed from Read 180 and Math support based upon performance on Universal Screeners. (connection courses) NewsELA used to provide text at students' reading levels abstracted from RI and EOG Lexile Levels. 		<p>2017-2018</p> <p>RI</p> <p>6th 68 point gain 7th 55 point gain 8th 83 point gain Average Gain- 68 points</p> <p>MI</p> <p>6th 100 quantile gain 7th 120 quantile gain 8th 95 quantile gain Average Gain- 105</p>

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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ol style="list-style-type: none"> 1. Increase school reading proficiency levels by 10% points. 2. Extended learning time(ELT) focused on core content classes with focus on literacy strategies and lexile appropriate reading 3. Read 180 Connections class 4. Math connections class 5. Rewards Reading Program(Addresses reading fluency) during school day and not after school 6. Administration of RI/MI 3 times yearly 7. Moby Max math program to provide differentiated support(ELT support resource) 	<p><i>(Use CCRPI data)</i></p>	<p>CCRPI Data</p> <p>Reading Proficiency 16/17 Proficiency = 54.9 % of students 17/18 Proficiency = 44.5 % of students</p> <p>Math 16/17 23.2 % of students proficient 17/18 19.4% of students proficient</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<p>Local School Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ol style="list-style-type: none"> 1. Provide more opportunities for community engagement based upon parent's needs. Offer day and evening offerings for event 2. Utilize survey information distributed at Open House to create sessions. 3. Identify top 3 priorities from GA Climate Survey each grade level to formulate class room guidance. 	<p><i>(Use GA Climate Survey data)</i></p>	<ol style="list-style-type: none"> 1. Parent surveys distributed and used to determine parent needs 2. Classroom guidance reflected top concerns from 16/17 GA climate survey



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	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ol style="list-style-type: none"> 1. Open food pantry for community 2018-2019 SY. Serving 40 families 2. Develop community committee to identify ways to work in conjunction with community businesses. 3. Restructuring of parent center 4. Meet with Mayor to develop stronger partnership with community. 	<i>(Collect data at local school)</i>	<ol style="list-style-type: none"> 1. Food Pantry preparation took place 17-28 school year
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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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ol style="list-style-type: none"> 1. Identify teacher leaders for Teacher Leader Academy and New Administrative preparation programs 2. Collaborative recruitment with teacher leaders. 3. Support innovative programs proposed by teacher leaders and teacher led professional development aligned to their strengths 	<i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i>	<ol style="list-style-type: none"> 1. 6 participants accepted in teacher leader academy for 2018 2. Brought a team of 12 teachers to recruitment fair to provide leadership opportunities and to actively involve our teachers in building instructional leader capacity



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ol style="list-style-type: none">1. Analyze TKES standards and identify challenging areas (Differentiation and Rigor)2. Collaborative teams review rubric for highly functional collaborative teams in August3. Assess LKES weaknesses (will look different have new AP team)	<p><i>(Use results from TKES and LKES evaluations)</i></p>	<ol style="list-style-type: none">1. School Professional Development plan for 2017-2018 focused on engagement and incorporation of student technology. This addressed the top standards which we had challenges with last year. <p>School schedule includes Extended Learning Time designated for deliberate differentiation.</p>
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