



# Lost Mountain 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>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	1. All staff will actively engage in Cobb Collaborative Communities (CCC) during the 2018-19 school year. A key component in ensuring the development of high functioning teams is the CCCs will review the Cobb Teaching and Learning Framework to then be able to differentiate between priority and supporting standards. The CCCs will use the following criteria to make the distinction of priority: <ol style="list-style-type: none"> <li>a. <u>Readiness</u>- knowledge and skills for the next level of instruction and in life</li> <li>b. <u>Endurance</u>- knowledge and skills beyond a single assignment, test, or project</li> <li>c. <u>Leverage</u>- knowledge and skills of value in multiple disciplines</li> <li>d. <u>External exams</u>- concepts and skills likely to encounter on standardized tests, college entrance exams, etc...</li> </ol>	Ongoing administrative monitoring of CCCs, Subject Area Collaboration Days, and Special Education Collaboration Days  Ongoing review of CCC meeting minutes (includes Unit Plan, Team Agenda, and Data Plan)  Classroom walks and TKES observations	Two protected days for collaboration each week (Wednesdays and Thursdays) and professional learning on most Tuesdays  Two collaboration days for CCCs- one per semester for all regular ed. teachers in each subject area and a half day for special education teachers in each subject they teach  All teachers trained in CTLS and CCCs participated in additional CTLS training from TTIS on an as needed basis, including how to access the Cobb Teaching and Learning Framework and Standards



# Lost Mountain Middle School 2018-2019 Strategic Plan

	<p><i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i></p>	<ol style="list-style-type: none"> <li>1. All staff will continuously engage in weekly collaborative, teacher team meetings, throughout the 2018-19 school year to answer the four critical and guiding questions.</li> <li>2. What do we want students to learn?</li> <li>3. How will we know what they have learned it?</li> <li>4. How will we respond when they don't?</li> <li>5. How will we respond when they do?</li> <li>6. We will implement weekly collaborative meeting to answer how mastery of prioritized standards will be demonstrated and to review and edit common formative and summative assessments to align to priority standards.</li> <li>7. Collaboration will focus on planning balanced and engaging instruction to learn the standards in the most effective ways, and it will include appropriate intervention and enrichment strategies.</li> <li>8. Collaboration will also occur among special education teachers on instructional practices and data progress monitoring to ensure specialized data driven instruction.</li> <li>9. Clarify and improve the Learning Questions that are posted in the classrooms daily. It should be standards based and student focused.</li> <li>10. Continue to develop and implement STEM lessons in all classes and for all students; pursue Cobb County STEM Certification for the 2018-19 school year</li> </ol>	<p>Ongoing administrative monitoring of CCCs, Subject Area Collaboration Days, and Special Education Collaboration Days</p> <p>Ongoing review of CCC meeting minutes (includes Unit Plan, Team Agenda, and Data Plan)</p> <p>Classroom walks and TKES observations</p>	<p>Staff fully-trained on 4 critical questions, including training on SMART goals</p> <p>Technology training to support the 4 questions through professional learning sessions on Tuesdays</p> <p>More consistent CCC collaboration with norms, roles, agenda, and unit plan in place</p> <p>Use of reassessment and re-teaching based on student data increased and documented in data notebook and CCC agenda minutes; some CCCS transitioned to One Note On-line Notebook</p> <p>Collaboration increased among gen ed. and spec. ed. teachers with two protected collaboration days instead of one (Wed and Thurs)</p> <p>Special education teachers utilized a specialized instruction lesson planning template</p> <p>Guiding coalition team set up with teacher leaders across subject areas and grades to inform, assist, guide the CCC process in the building</p> <p>Students who meet the qualifications can earn high school credit for successful completion of Algebra, Physical Science, Spanish I, and Visual Arts</p> <p>Student utilized the on-line science course offered through Georgia Virtual Learning</p> <p>STEM and Technology teacher added to the staff to support students and</p>
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# Lost Mountain Middle School 2018-2019 Strategic Plan

				<p>teachers and the Learning Commons model has continued to progress and also supports STEM lessons</p> <p>STEM team is operational and prepared to pursue Cobb County STEM certification for the 2018-19 school year</p>
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## Board Goal 2: *Differentiate resources for students based on needs.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (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"> <li>1. Refine the use of CTLS assessment tool for the creation of common summative and formative assessments for all units and for the data review process</li> <li>2. Continue to implement balanced assessments and the data reflection process</li> </ol>	Reports in CTLS Assess, as generated by teacher as well as by subject	<p>Increased use of CTLS data (at least one formative and one summative assessment per unit)</p> <p>Use of reassessment and re-teaching based on student data increased</p> <p>All staff fully trained in how to do constructed response items in CTLS</p>



# Lost Mountain Middle School 2018-2019 Strategic Plan

	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<p>1. Administer the RI and MI according to district protocol for the 2018-19 school year and use the data to deliver, analyze, and adjust instruction</p>	<p>RI and MI Data</p>	<p>RI and MI data analyzed in CCCs when planning and adjusting instruction and for intervention and enrichment activities</p> <p>RI is one component used for placing student in appropriate course (on-level or AC) for grades 7 and 8</p>
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# Lost Mountain Middle School 2018-2019 Strategic Plan

	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ol style="list-style-type: none"> <li>1. Provide reading to all students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade with appropriate course placement (on-level or AC)</li> <li>2. Provide Read-180 instruction for any student reading two grades below expectations</li> <li>3. Provide Math, Reading, and Writing Labs to all students for re-teaching and re-enforcement</li> <li>4. Provide Math Connections to students in 8<sup>th</sup> grade that need support</li> <li>5. Offer math tutoring to struggling students through Socrates Tutoring Program (tutors from a partner in education and coordinated by counselors)</li> <li>6. Improve and utilize the RTI2 and retention process to support struggling students by involving all stakeholders and widen the interventions available</li> <li>7. Continue to implement the Coaching Model for special education students in the 8<sup>th</sup> grade</li> <li>8. Refine implementation of a student mentor for at-risk students program called KICKS (Kids in Contact with Kids) to assist/connect with MOID (CHAMPS CLASS) students</li> <li>9. Continue to implement the state guidelines for attendance monitoring at 3, 5, and 7 absences and the Truancy Intervention Panels</li> </ol>	<p>CCRPI Data</p> <p>EOG and EOC Milestone Data</p> <p>RI Data</p> <p>RTI2</p> <p>Attendance Data</p>	<p>Math connections was implemented for 7<sup>th</sup> and 8<sup>th</sup> grade identified students; Read 180- was set up for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students; students enter or exit in/out of class as needed each quarter</p> <p>Math lab offered to all students; mid-year increased this from one day to two days a week based on student need</p> <p>Reading and writing lab was offered to all students one day a week</p> <p>Socrates tutoring based on need that specifically targeted students on RTI-Tier 2 or 3 and retention candidates</p> <p>RTI was implemented each month to support struggling students and to identify students in danger of retention</p> <p>EOG retest administered to 8<sup>th</sup> grade students that did not meet the minimum criteria to pass Math and ELA/Reading</p> <p>Coaching model data shows decreased support needed for special education students</p> <p>KICKS mentors fully operational</p> <p>Growth mindset strategies taught to all students though math classes by counselors through classroom guidance lessons</p> <p>School social worker and counselors conducted a positive incentive program for historically truant students</p>
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# Lost Mountain Middle School 2018-2019 Strategic Plan

				Counselors, Administration, Attendance Clerk, Social Worker, and Teachers implemented the truancy model and monitored attendance
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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> )
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	Involve stakeholders through: <ol style="list-style-type: none"> <li>1. Participation in PTSA Executive Board and Committees</li> <li>2. LMMS Foundation</li> <li>3. LMMS School Council</li> <li>4. Monthly Coffee Talks with Principal</li> <li>5. Hot Topic Parent Meetings- sponsored by the Counselors</li> </ol>	Georgia Climate Survey Data  PTSA Meeting Minutes  Foundation Meeting Minutes  School Council Meeting Minutes	All stakeholder events implemented and attended by parents



# Lost Mountain Middle School 2018-2019 Strategic Plan

	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ol style="list-style-type: none"> <li>1. Consistently promote volunteerism- class and school activities, field trips, lab volunteers, etc...</li> <li>2. Cobb Chamber- Principal for the Day</li> <li>3. Kennesaw Business Association participation</li> <li>4. Career Day</li> <li>5. Eagle Entrepreneurial Extravaganza- EEE</li> <li>6. Socrates Club (Partner in Ed. Tutors)</li> <li>7. College Planning Institute (Partner in Ed. workshops for parents)</li> <li>8. Coffee Talk</li> <li>9. Counselor Text Alerts- Remind</li> <li>10. International Night</li> <li>11. Rally Week</li> <li>12. End of Year Carnival Celebration</li> <li>13. Quarterly Honor Roll Recognition and End of Year Honors Program</li> <li>14. Student Performances to highlight student growth in music and drama programs</li> <li>15. Character Education Program- (Character Corner Lessons and Soda Social Student Recognition)</li> <li>16. Student of the Day Recognition</li> <li>17. Clean Eagle Card Celebration- Fun Fridays Each Quarter</li> <li>18. Sources of Strength</li> <li>19. PTSA Email Blasts</li> </ol>	<p>Local School- Parent and Community Feedback</p>	<p>All student recognition, and parent involvement programs implemented and increased engagement</p> <p>MOID (CHAMPS) increased parent involvement with more afterschool socials for peers and their families, with some KICKS students also attending</p> <p>Added Fun Fridays celebrations this year at the end of each quarter for clean Eagle Cards as a positive incentive for good behavior</p> <p>Student of the Day implemented all year</p> <p>Honor Roll Recognition for all three grades</p> <p>Sources of Strength purchased for implementation in 2018-19</p>
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# Lost Mountain 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>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> <b>of Key Actions from last year's plan:</b> (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ol style="list-style-type: none"> <li>1. Guiding Coalition Team will attend Solution Tree "PLC at Work" Conference and re-deliver at grade level meetings to all teachers</li> <li>2. Continue to build the Leadership Team CCC by meeting once a month and increasing shared leadership model</li> <li>3. Continue Teacher Mentorship program for "New to LMMS" faculty and staff</li> <li>4. Continue to implement Teacher-Led Action Teams and Teacher-Sponsored Clubs and Organizations</li> <li>5. Principal will organize and mentor a new Aspiring Administrator group for Teacher Leaders in the building</li> </ol>	Self-Assessment  Professional Goals  Administrative Observations	Leadership team met once a month and grade level leads redelivered at grade level meetings  Subject area coordinators attended district meetings and redelivered to subject area teachers  Teacher mentors assigned to "New to LMMS" teachers and "First Year New Teachers"  Action Teams were implemented with teacher-led committees including Leadership Team, Guiding Coalition, STEM Team, Collegiality, International Night, Rally, Relay for Life, Wellness, etc...  Variety of Clubs and Organizations sponsored by Teachers including FCA, Coding Club, Jr. Beta, Helping Hands, Student Council, STEM Club, etc...





# Lost Mountain Middle School 2018-2019 Strategic Plan

	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Develop a professional learning plan that addresses differentiated options for teachers that include:</p> <ol style="list-style-type: none"> <li>1. Teacher Leader and CCC Collaboration to develop high functioning and collaborative teams</li> <li>2. Utilize best instructional practices to teach standards including content specific needs, Technology application in classroom, enhancing Rigor/DOK, STEM practices, CTLS and assessment support; all teachers will become Microsoft Innovative Educator certified</li> <li>3. Provide two collaboration days with subject specific training for academic teachers and the sped teachers in content CCCs to examine data, refine unit plans, design common formative and summative assessments using CTLS data tools, and participate in peer walk-through observations.</li> <li>4. SSA will provide training for special education teachers to gain skills in specialized instruction and reflection on student data</li> <li>5. Utilize individual professional development plans as needed for teachers to target specific standards where improvement is needed</li> </ol>	<p>Results from TKES and LKES evaluations</p>	<p>The professional learning plan was developed and fully implemented with sessions for all staff, as well as sessions targeting a particular group as needed. Evidence of implementation was noted throughout the TKES process.</p> <p>All staff were provided with two collaboration days with training supports as needed</p> <p>Training for special education teachers was provided and evidence of implementation was noted through the TKES process</p> <p>Connection teachers provided with collaboration time on early release days and two half day collaboration days to meet with other singletons in the area</p>
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