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

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<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>Local School Key Actions: (List as many actions as needed in each box.)</th>
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| Simplify the foundation of teaching and learning to prepare for innovation. | Ensure all teachers prioritize standards. | • Teachers collaborate weekly in grade level/subject area CCC to plan standards-based lessons. CCC Teams prioritize standards through lesson and unit planning and reflection.  
• Subject Area Coordinators, along with administration, will support teachers in establishing priority standards through collaboration release time and monthly Subject Area Meetings.  
• UBD collaboration release days provided to each CCC team to develop unit plans that reflect high levels of DOK and support the implementation of higher order standards.  
• Create and revise unit plans to focus on cross-curricular connections, metacognition strategies, technology integration, and school-side STEM implementation. | *Progress toward standards prioritization documented in CCC collaborative team agendas and reflection logs completed and submitted weekly.*  
*Teachers submit weekly lesson plans as well as unit plans that reflect the prioritization and implementation of priority standards.*  
*Classroom observations and individual TKES results reviewed to determine quality of implementation.* | *Unit plans developed during release time in the 2017-18 school year reflect a focus on higher order thinking skills and Quad D DOK action verbs.*  
*Unit plans developed during release time in the 2017-18 school year and weekly PLC meeting minutes reflect documented weekly collaboration.* |
### Mabry Middle School 2018-2019 Strategic Plan

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<th><strong>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</strong></th>
<th><strong>CCC’s collaborate every Tuesday during planning to collaboratively review and discuss the four critical questions.</strong></th>
<th><em>CCC’s complete and submit collaborative team agendas and lesson/unit plans that reflect a focus on the 4 critical questions.</em></th>
<th><em>2017-18 PLC meeting minutes reflect a focus on the four essential questions.</em></th>
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|  | • CCC’s collaborate every other Thursday for targeted data analysis and acceleration/enrichment strategies to move students toward higher levels of success.  
• CCC’s collaborate weekly to identify students in need of acceleration or enrichment and students receive targeted support through ELT (Extended Learning Time) or grade recovery weekly.  
• CCC’s collaborate on planning to collaboratively review and discuss the four critical questions.  
• CCC’s collaborate weekly to identify students in need of acceleration or enrichment and students receive targeted support through ELT (Extended Learning Time) or grade recovery weekly. | *Administrative observations during CCC’s and classroom lessons reviewed to determine quality of implementation.* | *2017-18 bell schedule reflects dedicated time for acceleration and enrichment through ELT (Extended Learning Time).* |

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

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| --- | --- | --- | --- |
### Mabry Middle School 2018-2019 Strategic Plan

| Use data to make decisions. | **Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.** | **Teachers in all core content areas utilize CTLS to develop and implement common formative assessments in each unit.**  
- CCC’s analyze common, formative assessment data to guide reflection of the four critical questions and develop plans that address identified achievement gaps.  
- Teachers in all core content areas develop and implement common summative assessments for each unit.  
- Support and refresh teachers on successful implementation of CTLS: create and use common assessments in CCC process, including at least one constructed response.  
- Teachers will administer Touchstone assessment questions to monitor student progress using CTLS. | CCC’s utilize teacher-generated reports in CTLS ASSESS to analyze common assessment data and determine acceleration and enrichment needs of students.  
*Administrative observations and notes of CCC’s and classroom instruction.*  
*2017-18 CTLS data reflects successful implementation of CTLS assessments and completion and Cohort 4 CTLS Assess Training.* | **Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).** | **Reading and math teachers utilize universal screener data (RI and MI) to analyze current achievement data and determine acceleration and enrichment activities that drive classroom instruction.**  
- Reading and math teachers utilize universal screener data to make recommendations for ELT (Extended Learning Time).  
- RI assessment results and ELA EOG data analyzed by Connections teachers as well as science and social studies teachers in grades 6th and 7th to drive development and implementation of research-based instructional strategies supporting grade level reading goals. | RI and MI screeners utilized by reading, math and social studies teachers to support SMART Goals.  
*RI and MI data reviewed by administration to determine progress in professional growth goals.*  
*2017-18 PLC minutes reflect analysis of RI and MI universal screener data to develop and implement strategies to support acceleration and enrichment for identified students.* |

*Administrative observations and notes of CCC’s and classroom instruction.*
## Mabry Middle School 2018-2019 Strategic Plan

### Increase percentage of students performing at grade level in reading and math.

- Implement the integrated reading program in grades 6-8 focusing on non-fiction strategies: Cloze Reading, Cornell Notes, summarizing, vocabulary, SSR, and citing text evidence.
- Sixth and seventh grade reading teachers and eighth grade language arts teachers utilize vocabulary workbooks to support vocabulary skills and improve reading comprehension and fluency.
- Small group reading teachers provide targeted reading support through the implementation of Read 180 program.
- ELA teachers in all grade levels will implement timed writing activities using technology to support reading and writing skills and fluency.
- MI and EOG data utilized to identify students in need of more targeted supports and students recommended for math connections class.
- All teachers will implement the following school-wide programs to address students in need of accelerated support: Grade Recovery, Extended Learning Time (ELT), Achievement Anchors, and Extended Day Program.
- Math teachers will routinely implement computation exercises in warm-ups and daily activities.
- Math support teacher utilizes Dreambox software to provide targeted math support practice and skills.

### *Reading and math student achievement data as reflected in state CCRPI reports.*

- *Reading and math ITBS assessment data.*
- *Reading and math EOG assessment data.*

### *2017-18 reading teachers’ lesson and unit plans reflect integration of non-fiction strategies.*

- *2017-18 reading teachers’ lesson plans and assessments reflect a focus on vocabulary strategy implementation.*
- *2017-18 EOG reading Lexile data results reflect growth in reading skills for all grade levels.*

### Board Goal 3: Develop stakeholder involvement to promote student success.
# Mabry Middle School 2018-2019 Strategic Plan

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| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | - GA Climate Survey data analyzed to identify curriculum and program needs.  
- School Council, PTSA Executive Board and Student Forum serve as principal advisory committees to provide input to the principal regarding school program priorities. | *GA Climate Survey data  
*Local surveys during parent events  
*School Council, PTSA Board and Student Forum meeting minutes. | |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | | - Extend implementation of “Habitudes” program through reading classes to increase focus on leadership skills.  
- Develop and implement a parent survey to create a bank of volunteers from various STEM careers to increase partnership with related programs within the school.  
- PTSA and parent volunteers organize and implement International Night to celebrate cultures and community diversity.  
- Principal’s Charger Club implemented to increase student leadership skills and increase communication and parent involvement. | *Parent surveys during parent and community events.  
*STEM partnership agreements. | *2017-18 reading teachers’ lesson and unit plans reflect incorporation of focus on Habitudes leadership skills. |

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*
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| Make Cobb the best place to teach, lead, and learn. | Develop teacher leaders. | • Teachers identified to serve in leadership roles such as Subject Area Coordinators, Leadership Design Team Facilitator and Academic Leadership Team.  
• All teachers serve on Leadership Design Teams including Professional Learning, School Culture and Technology Think Tank.  
• Teachers identified to serve as CCC lead for each grade level/subject area.  
• Teachers identified to serve as Team Leaders for their grade level/subject area teams.  
• Teachers working on higher degrees identified to serve as leaders of special projects. | *Teacher Leader Self-Assessment Survey  
*TKES evaluations | |
| Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics. | • All staff will utilize self-assessment results to develop and implement professional SMART goals.  
• Professional Learning focused on raising the rigor and moving Level III students to Level IV provided to all subject area teachers.  
• Provide optional technology refresher trainings based on identified teacher needs.  
• Provide instructional strategy staff development during faculty meetings.  
• Provide release time for teachers to work on UBD units and prioritization of standards.  
• Provide refresher training on CTLS Assess and CTLS Teach.  
• Provide training on Microsoft Teams to enhance collaboration. | *TKES and LKES evaluations.  
*Local teacher survey for identification of professional learning needs.  
*Leadership Teams and Subject Area meeting minutes | |