



Smitha 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: <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> Work within subject areas to identify priority standards that are essential across grade levels in core content areas. Collaborative planning teams work to prioritize standards and identify Underpinning Learning Targets within their grade-level, content area. 	Collaborative team agendas, unit plans, assessments observations, and/or TKES results, vertical collaborations (6 th – 8 th)	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> Protected planning time has been established to allow teachers to meet in their collaborative planning teams free from professional development, parent meetings, IEPS, etc. Smitha administrative team is assigned to, and attend, weekly collaborative planning meetings to support, coach, and provide assistance. Academic Coaches are assigned attend weekly collaborative planning meetings to support, and coach, teachers. 	Collaborative team agendas, unit plans, observations, and/or notes	Full implementation was realized as evidenced by CPT documentation, lesson plans, and data summit presentations, as well as administrative and coach observations.



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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"> Requirement to use CTLS Assess to administer a minimum of two formative assessments as recorded on Smitha's Quarterly Assessment Plan Implement a formative-summative based gradebook where assessments are aligned to standards reflective of the various levels of depth of knowledge. 	CTLS ASSESS usage reports, Synergy Gradebooks	N/A
	<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"> Conduct student conferences in reading and math classes after each administration of the Reading Inventory (RI) to discuss student Lexile/quantile strengths and weaknesses, and set a goal for next assessment. Provide job embedded professional learning in content reading strategies. 	RI and MI data, student conferencing documentation. Collaborative team agendas, unit plans, assessments observations, and/or TKES results, vertical collaborations (6 th – 8 th)	N/A



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> • Continue tiered reading program to address varied student reading abilities. • Implement core-reading strategies across all content areas. • Create walk-through schedule, implement walk-throughs, and conduct feedback conferences to monitor the instructional framework along with reading strategies. <p>Math:</p> <ul style="list-style-type: none"> • Schedule students identified as previously unsuccessful in math into Math Connections (intensive intervention) • Create walk-through schedule, implement walk-throughs, and conduct feedback conferences to monitor the instructional framework along with reading strategies. <p>Reading and Math:</p> <ul style="list-style-type: none"> • Create before/after school Tutoring and Saturday School programs for students identified as not on-track for graduation. 	<p>Use CCRPI data</p>	<p>RI Proficient/Above <u>Fall 2017-2018</u> 6th - 23.2% to 40% 7th - 29.8% to 47.5% 8th - 39.3% to 57.2%</p> <p><u>EOG Lexile Proficient/Distinguished</u> 2016/17 - 2017/18 6th 61.7% to 55.7% 7th 69.2 to 66.9% 8th 75.6% to 75.8%</p> <p><u>EOG Math Proficient/Distinguished</u> 2016/17 to 2017/18 6th 21.4% to 22.3% 7th 31.7% to 36.7% 8th 30.9% to 24.2%</p> <p>Algebra 2016/17 to 2017/18 75.8% to 49%</p> <p><u>MI Screener Proficient and above</u> Fall 2017 to Spring 2018 6th 3.8% to 24.5% 7th 5.8% to 29.3% 8th 9.6% to 23.8%</p>
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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>	<ul style="list-style-type: none"> Analyze Stakeholder Survey data to determine needs. Regularly collaborate with groups that include a cross section of stakeholders, such as PTSA & School Council, to seek input. Seek input through various teacher led school committees (Wellness, Media & Technology, Hospitality, PBIS, Design Team). 	GA Climate Survey data	<p><u>Georgia Student Health Survey 2.0 - Student Response</u></p> <p>2016 - 62.331%</p> <p>2017 61.870%</p> <p><u>Georgia School Personnel Survey - Teacher/Staff/Admin Response</u></p> <p>2016 - 73.892%</p> <p>2017 - 68.010%</p> <p><u>Georgia Parent Survey - Parent Response</u></p> <p>2016 – 72.370%</p> <p>2017 – 83.085%</p>



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	<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"> • Continue implementation of Smitha’s PBIS program to address social/emotional needs of students, to decrease student discipline incidents, and teach appropriate responses to different situations. • Facilitate quarterly parent informational and engagement sessions based on school and parental need. • Facilitate Academic Intervention Meetings (A.I.M) for students who are in jeopardy of failing. • Provide volunteer opportunities for parents/guardians to enhance parental involvement. 	<p>Referral data from the PBIS dashboard within the CSIS platform.</p> <p>Title 1 Attendance Documentation</p> <p>Percent of students passing at each grade level.</p> <p>Participation in PTSA parent/guardian involvement initiative (Moms/Dads being involved)</p>	<p>Smitha recognized a 52% reduction in office referrals from the 2016-2018 school year to the 2017-2018 school year as measured by the PBIS dashboard within CSIS (1549/year reduced 746/year).</p>
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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)
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<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"> • Utilize staff self-assessment to identify staff strengths and weaknesses. • Encourage teacher participation in the various CCSD leadership development academies available. 	<p>Teacher Leader Self-Assessment Survey, applications to leadership academies, number of teachers in leadership roles in the building</p> <p>TKES Evaluation Levels in Standards 9 and 10</p>	<p>N/A</p>
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Provide differentiated staff development:</p> <ul style="list-style-type: none"> • Individual teacher coaching and feedback provided by administrators and academic coaches • Provide support to teachers on a PLP • Continue teacher induction program for all new to Smitha staff • Use of highly effective teachers to provide training and support for staff members 	<p>TKES and LKES evaluations</p>	<p>100% of all new Smitha employees completed our local school induction program.</p> <p>No teachers on a PLP during 2017-2018 school year.</p>