



Hightower Trail 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>Focus on the standards and how to best instruct through the CCC planning process</p> <p>Assigned specific meeting dates that focus on vertical alignment of subject areas with an instructional emphasis.</p> <p>Increase professional planning days to 1 full day each semester.</p>	<p>collaborative team agendas</p> <p>unit plans</p> <p>walk throughs and observations</p> <p>teacher attendance for professional learning</p>	<p>SFSD funding used to allow for vertical and horizontal planning. Teachers were pleased with the full day planning instead of half day planning and that will continue for the 2018-2019 school year. The goal is to increase the full day planning to one each semester.</p> <p>SFSD funds will not cover the total cost of the full day planning for the 2018-2019 school year.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Critical conversations will take place through Wednesday CCC meetings.</p> <p>Involve administrators in CCC meetings to provide input as needed for the CCC critical conversations.</p> <p>Insure that conversation is centering on SSP academic goals and objectives as determined by EOG, RI, and EOC scores, by assigning subject coordinators to aid in vertical development of an instructional plan.</p>	<p>collaborative team agendas</p> <p>unit plans</p> <p>Administrator weekly team meeting minutes</p> <p>walk throughs and observations</p>	<p>PLCs kept planning logs. There was documented progress on vocabulary and math computation when comparing IOWA 5th scores to 7th grade scores. The EOG scores also showed progress in math and vocabulary development.</p> <p>CCCs (PLCs) have a protected Wednesday structure. Commonly developed formative and summative assessments continuously monitored for need of refinement. This common assessment structure facilitated by the Backward Design implementation aids in instructional growth for the teacher.</p>

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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>	<p>Ensure efficient use of CTLS website by CCCs through specific support days by the TTIS for CCCs planned as part of local professional development.</p> <p>Ensure teachers use one assessment from CTLS.</p>	<p>TTIS will establish a reporting system with administration concerning teacher needs as determined through professional development.</p> <p>Specific administrator assigned to the CCCs will gather data through the CTLS system.</p>	<p>HTMS participated in CTLS cohort 4 and there were mixed reviews of the CTLS provided information and assessments. Based upon teacher input, the 6th grade seemed to be the best developed and moving to 8th grade caused concerns with the lack of accuracy in questions and provided answers.</p> <p>The county continuously provided the statement that the site is to be used consistently and the faculty worked to meet that expectation. The expectation in the 2018/2019 school year is that (based upon county input) the database of questions will be greater and the faculty will still meet the local expectation that the site will be utilized.</p>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Explore methods for increasing student accountability such as holding students accountable for taking the test seriously is being explored, including such tasks as determining a grade to be assigned, having students retest if their score drops significantly.	Methods identified to increase test-taking motivation.	The RI data showed, across all grade levels, that significant gain made to move students into the advanced level – 58% pretest to 64% posttest. Below basic dropped from 4% to 3%, basic dropped from 13% to 11%, and proficient dropped from 25% to 22%. Of concern to the faculty is the over testing of our students and helping students to understand the significance of the testing.



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>The reading teachers will develop a systematic instructional path that will include cold reads, and accountability of the student.</p> <p>Each grade level will develop a plan for reading incentives.</p> <p>Morning reading will continue to be a school wide focus.</p> <p>Math fluency practice/emphasis through a local CAPS program will continue within each grade level.</p>	<p>Observations, walk throughs, and vertical plan submitted by reading teachers.</p> <p>Reading incentives as reported by the grade level.</p> <p>Monitoring of morning reading in HRs. Progress on the RI.</p> <p>Data from math fluency local assessments</p>	<p>EOG data in both reading and math for the 2017-2018 school year was investigated.</p> <p>In reading there was an overall trend across the school for improvement to be reading on grade level. In general, 95.7% of students are reading at or above grade level as measured by the EOG scores.</p> <p>Local initiatives in vocabulary development showed the following progress: 6th grade: 2% at or above 80% on the pretest to 74% at or above 80% on the posttest. 7th grade 4% at or above 80% on the pretest to 83% at or above 80% on the posttest. 8th grade: 15% at or above 80% on the pretest to 77% at or above 80% on the posttest.</p> <p>In math, 85.9% of students are scoring at or above grade level as measured by the EOG.</p> <p>Local initiatives in math fluency reported the following data: 6th grade: scores increased from an average of 41% on the pretest to 86% on the posttest. 7th grade: scores increased from 73% on the pre test to 87% on the posttest. 8th grade: scores increased from 59% on the pretest to 86% on the posttest.</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>)
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Reduce student level of anxiety through the implementation of the PAL (Preferred Adult Listener) program school wide through the counseling department.</p>	<p>Shift in question 114 and 115 on the Ga Health Survey towards fewer days of sadness and anxiety.</p>	<p>The climate survey for the 2016-2017 school year gave us an overall 5 star rating based upon parent, student and teacher input. The data from the 2017-2018 school survey has not been released. Data from the participation shows that we had appropriate numbers of students, faculty and parents to participate.</p>
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>Interpret CCRPI and IOWA results for parents as suggested by the School Council.</p>	<p>Parent attendance data for events</p>	<p>Parent input in the form of a parent group was vital to the success of our AdvancED STEM certification. Part of the feedback from the STEM certification was to incorporate parents more and to include them in the Partner in Education information. Parent turn out for programs concerning technology and personal health was lacking and ideas have been discussed as to ways to get more parents to attend these critical components of ensuring student emotional and social health.</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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	Encourage leadership among teachers through the CCC process, BLT and SSP team.	Leadership feedback from teachers and administrators.	At the beginning of the 2017-2018 school year, the CCC's each had a leader appointed and that leader was responsible for attending the specific skype sessions to enhance understanding of the grade level content. There were complaints from the staff that the meetings were not productive.
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	Develop stronger instructional skills through CCC conversation concerning differentiation. Improve faculty technology skills through Office 365 certification.	Walk throughs, planning logs and observations Training schedule	Professional Learning for the 2017-2018 school year centered on STEM certification. Faculty worked to enhance understanding of cross-curricular instruction.