



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Teachers will <b>collaborate</b> weekly using a new PLC template reflecting a focus on the 4 questions designed to improve instruction. They will <b>gather/analyze</b> common assessment data to adjust instruction and share strategies.</p>	<p><b>Evaluation</b> of the collaborative team meeting minutes. Feedback will be <b>provided</b> face-to-face and via Office 365.</p>	<p>Teachers and Administrators</p>	<p>CTLS</p>		<p>In Progress</p>
	<p>Each collaborative team will <b>develop</b> intervention plans for all summative assessments that <b>provide</b> students additional opportunities to demonstrate mastery.</p>	<p>Common assessment data</p>	<p>Teachers and administrators</p>			<p>In Progress</p>
	<p>Language Arts teachers will <b>use</b> a common rubric for scoring constructed response writing to bring uniformity to the scoring process.</p>	<p>Consistent Rubric Template</p>	<p>Teachers</p>			<p>Fully Operational</p>



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

<p>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. <b>(S)</b></p>	<p>Teachers are <b>required</b> to provide 6 formative assessments per quarter. At least 1 formative assessment will be utilized via CTLS</p> <p>Results of formative assessment will be <b>analyzed</b> in collaborative learning teams and an <b>examination</b> of strategies will be reflected in collaborative team meeting minutes</p>	<p>CTLS Gradebook Collaborative Team meeting minutes</p> <p>Collaborative Team Minutes</p>	<p>Teachers and Administrators</p> <p>Teachers and administrators</p>	<p>CTLS</p> <p>CTLS</p>		<p>In Progress</p> <p>In Progress</p>
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. <b>(LD)</b></p>	<p>Teachers will <b>focus</b> on the 4 questions. Feedback from administrators will be reflected in Office 365.</p> <p>Wednesday Collaborative time will be strictly protected</p> <p>Lead a Guiding Coalition to collaboratively learn and redeliver information on effective PLC's</p>	<p>Collaborative Team meeting minutes.</p> <p>Amount of Collaborative Team meetings canceled and/or interrupted</p> <p>Collaborative Team Minutes</p>	<p>Teachers and Administrators</p> <p>Administrators</p> <p>Teachers and Administrators</p>	<p>Global PD subscription</p> <p>Global PD subscription, Learning by Doing book study</p>		<p>Fully Operational</p>

# Lovinggood Middle School 2017-18 Cobb Strategic Plan

<p>4. Increase percentage of students reading on grade level. (5) (Based on CCRPI Reading Scores)</p>	<p><b>Utilize</b> SLDS to <b>identify</b> students who are not reading on grade level.</p>	Teacher usage reports of SLDS	Teachers and Administrators	SLDS		In Progress
	<p>Teachers will <b>use</b> RI and Milestone Lexile scores to align with correct levels of texts in core content areas to help differentiate instruction.</p>	RI results data from 3 administrations throughout the year	Teachers, Administrators, subject coordinators and Media Specialist			In Progress
	<p><b>Increase</b> Lexile provided by RI and Milestone student performance results for low level readers. The specially designed instruction includes Read 180 provided through connections and Systems 44.</p>	RI results	Teachers and Administrators	Read 180 and Systems 44		In Progress
	<p><b>Increase</b> EL student achievement by moving students' levels one bandwidth. Teachers will <b>provide</b> targeted intensive instruction in the English language while focusing vocabulary in all content areas. The specially designed instructions include Power vocabulary and E-boo explore.</p>	Access results	ESOL Teachers			In Progress

## Lovinggood Middle School 2017-18 Cobb Strategic Plan

<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Math teachers will <b>use</b> student performance results of common assessments, including Georgia Milestones, to <b>differentiate</b> and specifically <b>design</b> instruction to increase student achievement</p>	<p>MI results data from 3 administrations Weekly Lesson plans</p>	<p>Math Teacher and Media Specialist</p>			<p>In Progress</p>
	<p>Math morning tutoring for students who scored in the 25% percentile in math on the Georgia Milestone</p>	<p>Summative Math average</p>	<p>Math Teachers</p>			<p>In Progress</p>
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Teachers will <b>use</b> RTI strategies for students who appear on the RTI list</p>	<p>Number of students who are removed from the RTIL list</p>	<p>Teachers, Counselors</p>			<p>In Progress</p>
	<p>Parents and students will be <b>notified</b> after Quarter 1 if they are in not on track to successfully complete a grade level. Tutoring will be <b>provided</b> to address the students' specific need.</p>	<p>Number of students who pass each grade level</p>	<p>Teachers, Counselors, Administrators</p>			<p>In Progress</p>
<p>7. <b>Other:</b> (Priorities specific to school.)</p>	<p>Identified teachers will <b>develop</b> and <b>implement</b> STEM strategies. The development and effectiveness will be discussed in collaborative team meetings</p>	<p>Lesson plans Collaborative Team meeting minutes Common Assessment data</p>	<p>Teachers</p>	<p>Computers, more project space created in the development of the Collaborative Learning Center</p>		<p>In Progress</p>



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

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

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	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b></p>	<p>Begin <b>transitioning</b> the Media Center to a Collaborative Learning Center by <b>removing</b> 6,000 rarely used books, <b>developing</b> storage space into student work spaces, <b>removing</b> desktop computers and <b>replacing</b> it with lab tops and purchasing movable furniture to allow more student access to <b>collaboration</b> strategies.</p>	<p>Physical space changes and book audit report</p>	<p>Media Specialist and parapro; stakeholders</p>	<p>Volunteers, funds, furniture, technology</p>		<p>In Progress</p>
<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation (<b>S</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Provide</b> Read 180 during all connections</li> <li>2. <b>Provide</b> Math support during math class and study skills</li> <li>3. <b>Implement</b> RTI strategies and <b>provide</b> study skills classes and a school wide tutoring program</li> </ol>	<p>RI/Reading summative average</p> <p>MI/ Math Summative Average</p> <p>RTI Data in the portal</p>	<p>Teachers</p> <p>Teachers</p>	<p>Software</p> <p>20 Day Funds</p>		<p>In Progress</p> <p>In Progress</p>



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. <b>(AD)</b></p>	<p><b>Adjust</b> the advanced criteria to <b>include</b> the IOWA, Summative class average, RI/MI and Georgia Milestone results</p> <p>Closely <b>monitor</b> the effectiveness of the advanced placement criteria</p>	<p>Number of students in Advanced classes</p> <p>Number of students who maintain an 80% in advanced classes</p>	<p>Teachers, Department Leads</p>			<p>In Progress</p> <p>In Progress</p>
<p><b>Other:</b> (Priorities specific to school.)</p>						



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

## Board Goal 3: *Develop stakeholder involvement to promote student success.*

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<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<p><b>Survey</b> parent, students and staff to garner stakeholder input via:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• PTSA</li> <li>• Counselor Advisory Board</li> <li>• Partners in Education</li> <li>• School Foundation</li> <li>• Community Collaboration Event</li> </ul>	<p>Survey Results and Feedback</p> <p>Identified adjustments made off of feedback</p>	<p>District Reports, Administrators and Teachers</p>	<p>Community Participation</p>		<p>In Progress</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p><b>Usage</b> of the T.I.P.S program designed to allow stakeholders to document satisfaction with the staff</p> <p><b>Offer</b> parent sessions based on stakeholder feedback at varied times to <b>accommodate</b> parents</p>	<p>Participation and attendance</p>	<p>Stakeholders</p>	<p>Community Participation</p>		<p>In Progress</p>



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

<p><b>Other:</b> (Priorities specific to school.)</p>	<p>Gradebook consistency to accurately <b>reflect</b> student evidence of learned standards</p>	<p>Common Grading categories of 60% Summative and 40% Formative Consistent Grading practices including 6 formative and 3 Summative grades per quarter. Homework will be unweighted.</p>	<p>Teachers</p>			<p>In Progress</p>
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# Lovinggood Middle School 2017-18 Cobb Strategic Plan

## Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p><b>Provide</b> specific collaborative Team Professional Development</p> <ul style="list-style-type: none"> <li>• CTLS Training</li> <li>• Springboard Training</li> <li>• STEM Initiative</li> </ul>	<p>Collaborative Teams identifying a need for PD</p> <p>Teacher Feedback Forms</p> <p>Teacher Feedback Forms</p> <p>Teacher Feedback Forms</p>	<p>Administrators, Teachers</p>	<p>Global PD</p> <p>County Support</p> <p>County Support</p> <p>County Support</p>		<p>In Progress</p> <p>In Progress</p> <p>In Progress</p> <p>In Progress</p>
	<p><b>Analyze</b> TKES Results and <b>provide</b> PD based on trends</p>	<p>TKES Results</p>	<p>Administrators</p>			<p>In Progress</p>
	<p><b>Analyze</b> LKES Results and <b>provide</b> PD based on trends</p>	<p>LKES Results</p>	<p>Principal</p>			<p>In Progress</p>



# Lovinggood Middle School 2017-18 Cobb Strategic Plan

<b>Other:</b> (Specific to school.)	<b>Lead</b> an Aspiring Administrator Academy	Completion of tasks, promotions,	Principal	Speakers in Leadership Positions	In Progress
	<b>Lead</b> a New Teacher Academy	Feedback Survey and completion of Feedback Forms	Principal		In Progress