

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>Continue the use of CTLS teach and other appropriate resources to plan and CTLS Assess with Data analysis through CCC's to focus on what all students need to know and be able to do to master required standards.</p> <p>Require teachers to plan and post targets/I can statements that are clear and relevant based on prioritized standards.</p>	Collaborative team agendas and minutes, lesson plans, observations, and/or TKES results	<p>Teachers met Weekly in CCCs to plan with the use of data, CTLS and adjust instruction.</p> <p>Plans were uploaded and shared via Oncourse on a weekly basis, with required components including standards and targets.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Non-Negotiable dedicated weekly collaborative planning with use of data in CCCs (continue implementation of CTLS for Data Analysis).</p> <p>Organized collaborative planning with agenda/minutes to address the 4 questions and lesson planning.</p>	Collaborative team agendas and minutes, lesson plans in OnCourse, observations, and/or TKES results	Teachers met weekly in their CCCs for lesson planning; they uploaded and shared with admin and their CCC team members agenda/minutes to address the 4 questions.

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>	Utilize CCCs for planning and data analysis to monitor achievement of all students. With intentional focus on SWD/ELL student groups' progress. Provide all students with additional opportunities to master skills when they are not experiencing success. Examine student progress and determine instructional needs; make adjustments. Including the implementation of RTI processes when warranted.	Teacher generated reports in CTLS ASSESS Collaborative team agendas and minutes, lesson plan admin CCC observations, and/or TKES results	Teachers met weekly in their CCCs for data analysis and lesson planning. They shared data with admin and leadership, differentiated lessons, formed flexible groups and adjusted instruction.

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	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<p>Determine reading (Lexile) and math (Quantile) levels using a Universal Screeners</p> <p>RI/MI Screeners will be administered 3 times a year to monitor progress and growth.</p> <p>Reading Inventory (RI) used to determine readability. Make adjustments for student support when students are scoring well below target. Schedule them in Reading Connections w/ Read 180 support class for students reading.</p> <p>Utilize specific literacy strategies in all content areas (Thinking Maps for content and vocabulary development, Sustained Silent Reading with summarization during our FLT/Advisement Period as well as SpringBoard implementation for all students.</p> <p>Math Inventory MI used to determine Quantile levels. Make adjustments for student support when students are performing at the lower quartile. Schedule students in Math Connections or specialized instruction for students performing. Continue to use best practices and innovative strategies and resources (USA Test Prep, number talks, Gizmos, IXL, etc...)</p>	<p>RI and MI data</p>	<p>A Math connection class was provided for additional support. Thinking Maps Professional Development provided specifically for Math and implemented, increasing the use of Thinking Maps throughout the department.</p> <p>Teachers created groups based on MI score reports and set up compacting with grade level teams.</p> <p>Used Thinking maps to develop content literacy and vocabulary. Maintained commitment to sustained silent reading during FLT/Advisement Period. RI scores collected three times this year to show growth and needs.</p> <p>After analyzing score RI results, teachers used Tiered-reading resources for leveled reading in all subject areas.</p>
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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Organized and dedicated weekly sustained silent reading with summaries they will be provided summary starters. Continue the use of Thinking Maps in all subject areas for content and vocabulary development.</p> <p>Utilize: READ 180 & System 44 Provide Math Conn/Math Support for specific students. Utilize Thinking Maps & Path to Proficiency, IXL, Gizmos, USA Test Prep, Math Number Talks</p> <p>Monitoring of student progress through Focused Advisement all students as well as maintaining focus on Specifically identified students (goal setting/self-monitoring)</p>	<p>CCRPI data</p>	<p>In reviewing our RI & Milestones Lexile Data 65% of our students met grade level Lexile target range.</p> <p>In reviewing our MI data there was minimal growth. Georgia milestones math results show that 80% of students scored at developing or above.</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>Superintendent's Priorities</i></p>	<p><i>District Initiatives</i></p>	<p>Local School Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Regularly scheduled School Council PTSA/Foundation Meetings to focus on implementations and needs for school; namely PBIS Rep rewards program, field trips, innovative instructional resources, SSP and SIP resource support as well as the outdoor classroom.</p> <p>Increase parent involvement/participation in school activities with the use of Black Board dial outs, emails, texts, and BlackBoard Connect Invites and RSVP.</p>	<p>GA Climate Survey data meeting agenda and/or minutes</p>	<p>6 School Council Meetings held Attended all PTSA & Foundation Meeting Academic Coach and Parent Liaison & Principal held multiple meetings</p>
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>Parent Workshop Series & Curriculum Nights: Parent Tech Talk, Social Media & Internet Safety Social/Emotional & Understanding Assessments. Curriculum Nights: Events that provide an opportunity for parents and students to interact and share in strategies used and needed for support our math & literacy needs.</p>	<p>Parent Involvement activities school calendar</p> <p>PTSA Calendar</p> <p>Transcripts of Principals Weekly Dial outs using Blackboard Connect</p>	<p>Academic Coach, Parent Liaison, TTIS, Teachers & Admin hosted multiple workshops/Curriculum Nights</p> <p>Increased exposure for involvement opportunities due to Facebook, Twitter, Instagram, and Blackboard Connect Messaging</p>

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



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<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)
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>Build Leadership Capacity amongst Teacher Leaders. Providing opportunities for TLs to present and lead professional learning relevant to current pedagogy, best practices, and new innovative strategies.</p> <p>Provide a safe means for TLs to perform and lead appropriate school leadership duties delegated by local school administration.</p> <p>Encourage and allow teachers to actively participate in shared local school decision making.</p>	<p>New Teacher Leader Self-Assessment Survey</p>	<p>N/A</p>



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>Provide TKES Training/Orientation for familiarization and expectations.</p> <p>Provide PL and support based on TKES/LKES data.</p> <p>Provide opportunities for teachers to observe other colleagues who exhibit proficient implementation of identified standards</p> <p>Continue with collaborative planning for instruction, assessment, implementation of engagement strategies through various CCCs and PL meetings.</p> <p>Implement mentoring program with a monthly meeting for teachers new to ECMS. Support related to local school logistics, procedures and expectations and any support needed suggested by mentees or mentors.</p> <p>Weekly Staff News Messenger for staff/school updates, reminders and expectations.</p> <p>Provide opportunities to all staff to attend local, state, and national conferences and workshops that focus on needs related to TKES/LKES standards and school improvement plans (Title 1 & SSP).</p>	<p>TKES and LKES surveys and evaluations results</p>	<p>Teachers set goals based on their individual professional growth needs.</p> <p>Some teachers observed colleagues who exhibited areas of proficiency for specific standards.</p> <p>Teachers new to East Cobb Middle School participated in the New teacher Program; meeting monthly for support and comradery.</p> <p>Teachers attended trainings locally, district-wide and professionally based on content, need, or standards.</p>
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