Mabry Middle School 2018-2019 Strategic Plan

COBB COUNTY SCHOOL DISTRICT

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

Superintendent's Priorities	District Initiatives	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.	*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.

| | *Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.* | • CCC's collaborate every Tuesday during planning to collaboratively review and discuss the four critical questions.
• 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 complete and submit collaborative team agendas and lesson/ unit plans that reflect a focus on the 4 critical questions.

*Administrative observations during CCC's and classroom lessons reviewed to determine quality of implementation. | *2017-18 PLC meeting minutes reflect a focus on the four essential questions.

*2017-18 bell schedule reflects dedicated time for acceleration and enrichment through ELT (Extended Learning Time). |

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

Superintendent's Priorities	*District Initiatives*	**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.	*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.

	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. *RI and MI data. *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.*

Superintendent's Priorities	District Initiatives	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)
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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Superintendent's Priorities	District Initiatives	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.	*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.	