

Dodgen 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"> Teachers will use protected CCC meeting time to create common unit plans and common assessments (both formative and summative) as it pertains to their standards. Provide external collaboration opportunities for teachers teaching singleton classes. Teachers will establish prioritized standards and implement established roles in the CCC. 	CCC Team Agendas and Minutes CCC opportunities for teachers to visit other schools CCC Professional Development Unit Plans Common Formative and Summative Assessments Admin Observation and/or notes	



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	<p><i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i></p>	<ul style="list-style-type: none"> • Provide teachers protective time to meet weekly with CCC's. • Analyze common assessment data to implement differentiated instructional strategies for students who have not mastered the standard and for those students who have. • Create CCC notebooks, in OneNote and/or Teams, to enhance the collaboration process. 	<p>CCC Team Agendas</p> <p>Unit Plans</p> <p>Observations and/or notes</p> <p>Data Analysis of common formative and summative assessments</p> <p>Use of CTLS TEACH & ASSESS</p> <p>Effectiveness of RTI Process</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)
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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"> • Provide Professional Development opportunities on CTLS ASSESS • Use common assessments to collect student achievement data. • Analyze common assessment data to create differentiated lessons based on students' individual needs. • Create common spreadsheet to be used when compiling individual student data. 	Reports in CTLS ASSESS	
	<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"> • Administer the Reading and Math Inventory three times during the school year. • Use collected data to assist in instructional decision making for both remediation and enrichment purposes. 	RI and MI Data Analysis Use of both for placement, remediation and enrichment decisions	
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ul style="list-style-type: none"> • Expand the Read 180 and Math Support programs to all three grade levels. • Restructure our Extended Day Tutoring program to make it more impactful to more students. • Provide tutoring opportunities for all subjects, across all grade levels. • Counselors will continue to support students' academic progress through the Success University program. 	CCRPI Data Progress Reports and effectiveness of instructional strategies currently in place Data Analysis of RI/MI data Data analysis of effectiveness of tutoring program by content area and grade Success University data	



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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"> • Encourage parents and community leaders to attend Hill's Huddle throughout the year. • Form a teacher committee to partner with the School Council while working on the Brains Behind Business program. • Continue to invite community members as presenters to work with our students via STEM initiatives. 	School Climate Survey PTSA Survey Analysis for each event QR codes for questions and comments during Speaker Series events as well as survey results Brains Behind Business Planning Meeting Minutes via School Council Increase in community engagement and strategic partners for STEAM initiatives	



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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"> • School Counselors will continue to enhance our Sources of Strength program. • Continue offering Brains Behind Business • PTSA panel discussions for parents on topics that relevant to their family. • PTSA Speaker Series Nights (5 -6 per year) 	<p>Local School Data – surveys from Open House/Dodgen 101</p> <p>6th Grade PLC qualitative data regarding effectiveness of easing transition into 6th grade based upon Dodgen 101 Program</p> <p>Counseling Dept. Data for effectiveness of Sources of Strength as identified in Partnership Agreement</p> <p>Speaker Series Nights attendance and feedback</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"> • Restructure new teacher program. Start with scheduling a monthly meeting time that mirrors major activities within the building. • Provide teachers with the opportunity to attend local PD sessions, professional conferences, and/ or workshops. • Continue to provide different opportunities for teachers to work in various leadership areas of interest. • Offering MIE training and certification to all staff. • Office 365 training required for all staff 	<p>New Teacher Leader Self- Assessment Survey</p> <p>New Teacher Mentors with AP assigned at leadership level; individualized professional development for all new staff members</p> <p>New Teacher Quarterly Meetings with administration</p> <p>Foundation support of substitute pay for Leadership Academy</p> <p>Monthly PD for MIE training (mandatory) and certification (volunteer) during protected time</p> <p>Foundation funded professional development participation</p> <p>Teacher led professional development</p> <p>Professional development presenters</p>	
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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"> • Provide differentiated and tiered professional development opportunities, based on teachers' personal goal, to ensure growth in TKES. Personal growth goal should be reflective of areas of weakness from previous evaluation with a focus on instructional technology and assessment. 	<p>TKES and LKES Evaluations</p> <p>Individual Professional Development Opportunities based upon differentiated needs of teachers</p> <p>Review and monitoring progress on personal growth of all staff throughout the year</p>	
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