



# Awtrey 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>Engage in the data team process to adjust instructional priorities, developing SMART goals to address student learning needs</p>	<p>Assessment Data, SMART Goals, and Identified Strategies</p>	<p>Horizontal Teams</p>	<p>Common Planning  Horizontal Planning Template</p>		
<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>Create common, formative assessments within each grade level horizontal team</p>	<p>Common Formative Assessments</p>	<p>Horizontal Teams</p>	<p>Common Planning  CTLS</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>Complete the weekly planning template to address the four focus questions: "What do we want students to learn?", "How do we know they've learned it?", "What do we do when students don't learn it?", and "What do we do when the student learn it?"</p> <p>Differentiate professional learning to facilitate the effective use of our CTLS</p>	<p>Horizontal Planning Templates</p>	<p>Horizontal Teams</p>	<p>Common Planning  Horizontal Planning Template  CTLS</p>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Administer the reading inventory assessment at least three times during the school year</p> <p>Analyze reading level data and implement a tiered intervention plan based on proficiency levels</p>	<p>Reading Data</p> <p>Intervention Plans</p>	<p>Language Arts Teachers</p>	<p>Flexible Schedule</p> <p>20-Day Funds</p>		
<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>Administer the math inventory assessment at least three times during the school year</p> <p>Analyze math level data and implement a tiered intervention plan based on proficiency levels</p>	<p>Math Data</p> <p>Intervention Plans</p>	<p>Math Teachers</p>	<p>Flexible Schedule</p> <p>20-Day Funds</p>		
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Monitor student achievement data to identify students who are struggling to meet promotion requirements</p> <p>Coordinate a RTI cycle to develop, monitor and adjust intervention plans</p> <p>Implement a flexible grouping initiative with our Study Skills program</p>	<p>Progress Report and Report Card Grades</p> <p>Intervention Plans and Monitoring Records</p> <p>Flexible Grouping Records</p>	<p>All Staff</p> <p>Grade Level Teams</p> <p>Grade Level Teams</p> <p>Grade Level Teams</p>	<p>Grade Level Teams</p> <p>RTI Program</p> <p>Study Skills Program</p>		
<p><b>7. Other:</b> Implement reading and writing strategies across content areas</p>	<p>a. Implement reading strategies across content areas</p> <p>b. Implement a school-wide writing rubric at least once each semester</p>	<p>Identified Reading Strategies and Writing Data</p>	<p>Grade Level Teams</p>	<p>Common Planning Time</p>		



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## 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>Focus Priority Status:</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>Adopt a PBIS framework that includes positively stated expectations, positive Viking Points, and identified pathways for late work, minor infractions and major infractions</p>	<p>Positive Points and Minor/Major Infractions</p>	<p>Grade level teams</p>	<p>PBIS Training</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. Implement reading-based programs that address the needs of students reading below grade level</li> <li>2. Implement math-based programs that address the needs of students struggling with mastery of grade level standards</li> <li>3. Implement programs that target student compensatory skills to earn promotion to the next grade level</li> </ol>	<p>Achievement Data and Intervention Plans</p>	<p>Grade Level Teams</p>	<p>Reading and Math Focused Study Skills Sections</p> <p>Retention Candidate Plans</p>		
<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>Implement a systematic review of student achievement data to schedule students for available high school level classes for 8<sup>th</sup> grade students: math, science, and foreign language</p>	<p>Student Achievement and Enrollment Data</p>	<p>High School Level Teachers</p>	<p>High School Level Class Sections</p>		



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<b>Other:</b> Facilitate the development of student leadership	Implement a leadership focus that supports the students in applying the “7 Habits” across content areas and grade levels	Lesson Plans and Activities	All Staff	“7 Habits” Training	
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	Engage stakeholders in school improvement process meetings to realize greater levels of student achievement  Survey stakeholders to gather feedback to share with school teams and facilitate positive change	Meeting Minutes  Surveys and Survey Results	PTSA, School Council, and School Foundation	Meeting Schedules		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	Coordinate parent information sessions to support student achievement (face-to-face at school and virtual through website)	Session Participation (conference week survey to identify parental requests)	Staff Teams	Survey		
<b>Other:</b> Establish a home-school connection to foster a team focus to support students	Implement an on-line application to share student achievement records with students, staff and families	Positive Viking Points and Student Infractions	School Staff	PBIS Rewards		



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

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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Foster a professional learning community through the development of a collaborative meeting schedule	Collaborative Meeting Schedule and Plans	Grade Level Teams	Common Planning Time		
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	Monitor professional learning goals/plans and provide needed supports	TKES/LKES Goals/Plans	Administrators	State Platform and Training		
<b>Other:</b> (Specific to school.)						