

2016-17 Cobb County School District Strategic Plan

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Design lesson plans that address student needs Engage in the data team process to adjust instructional priorities (GAA peer review process for special education units)	Lesson plans Data team records	Grade level teams and special education units team	OnCourse lesson planning software (cell tower funds) and weekly Wednesday horizontal team planning meetings		
3. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)	Create common, formative assessments within all core content areas Align academic priorities within vertical teams for language arts and mathematics	Common formative assessments within CTLS Vertical team meeting minutes	Horizontal teams Vertical teams	Weekly Wednesday horizontal team planning meetings and monthly Tuesday vertical team planning meetings		

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Differentiate professional learning to facilitate the effective implementation of data team processes (GAA peer review process for special education units teams)</p> <p>Collaborate within grade level teams to investigate intervention strategies to increase student achievement</p>	<p>Professional development plans</p> <p>RTI grade level meetings and Student Focus grade level meetings</p>	<p>Grade level teams, subject area coordinators, and administrators</p>	<p>Friday professional development clusters and Tuesday RTI and Student Focus meetings</p>		
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Implement a diagnostic assessment to determine current reading levels</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 and language arts and reading coordinators</p>	<p>Reading screening assessment, reading-focused Academic Habits sections, and tutoring offerings (20-day funds)</p>		
<p>6. <i>Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Implement a diagnostic assessment to determine current math levels (in addition to recent Milestones achievement)</p> <p>Analyze math achievement levels (also using common, summative assessments) to develop an intervention plan</p>	<p>Math data</p> <p>Intervention plans</p>	<p>Math teachers and math coordinator</p>	<p>Math assessments, Math Support Classes (connections class and tutoring on select days; 20-day funds), and math-focused Academic Habits sections (if needed)</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Monitor student achievement data to identify students who are struggling to meet promotion requirements</p> <p>Coordinate a cycle of RTI and Student Focus meetings to develop interventions and monitor student progress</p>	<p>Progress report and report card grades</p> <p>Intervention plans and monitoring record</p>	<p>All Staff</p>	<p>Tuesday RTI and Student Focus Meeting Cycle</p>		
<p>8. Other: Develop and implement a student writing initiative to improve student writing skills</p>	<p>a. Design a writing rubric to support assessment plans</p> <p>b. Design and implement student writing tasks to assess with the adopted rubric</p>	<p>Writing data and intervention plans</p>	<p>Grade level teams</p>	<p>Partnership with KSU and common planning time</p>		

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

<p>District Focus Priorities 2016-2019</p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implement student leadership initiatives across each grade level</p> <p>Design and implement challenge based learning experiences across each grade level</p>	<p>Lesson plans for each grade level (include 6th grade: Character Counts and 7 Habits, 7th Grade: 7 Habits, and 8th Grade: Habitudes and 7 Habits)</p>	<p>Grade level teams</p>	<p>Leadership materials and training (local funds, SFSD funds, and school foundation funding)</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)	<ol style="list-style-type: none"> 1. Implement reading-based programs that address the needs of students reading below grade level 2. Implement math-based programs that address the needs of students struggling with mastery of grade level standards 3. Implement programs that target student compensatory skills to earn promotion to the next grade level 	Achievement data and intervention plans	Grade level teams	Special class sections and tutoring program (20-day funds)		
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. (AD)	N/A	N/A	N/A	N/A	N/A	

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
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Seek and evaluate stakeholder input for critical processes. (AdvED)	Engage stakeholders in school improvement process meetings to realize greater levels of student achievement (PTSA and School Council) Survey stakeholders to gather feedback to share with school teams and facilitate positive change	Meeting minutes Surveys and survey results	Principal	Local school groups (include PTSA, School Foundation, and School Council)		

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Create a professional learning community within staff teams to focus on student achievement initiatives within CTLS training	Lesson plans, common assessments, and data team records	Grade level teams	Common Planning Time		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Develop, monitor and analyze collected data to facilitate improved professional practices	TKES/LKES Data	Administrators	State platform and training		

Middle School Key Trends: Awtrey

Trend	Awtrey			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	88.2%	77.0%		85.8%	75.3%	
On-track for Graduation	75.8%	82.5%	82.8%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	36.6%	45.2%	48.8%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	64.2%	60.7%	59.0%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	58.1%	54.4%	53.8%	54.6%	55.5%	54.5%
CCRPI Score	79.6	76.0		80.0	79.0	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for the Lexile Levels in 8th Grade and CCRPI Score. Scores for these trends are expected from the Ga DOE in late 2016.

Descriptions of Key Trends

Lexiles 8th Grade

The percentage of 8th grade students with Lexile scores on the state assessment (EOG) at or above 1050. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

On-track for Graduation

The number of 8th grade students earning the equivalent of four credits in the core content areas: ELA, math, science, social studies, or world languages divided by the number of students who attempted the equivalent of four or more credits in the core content areas.

Career Ready

The percentage of 8th grade students completing individual graduation plans as reported in the student record data collection.

Advanced Academics

The percentage of students taking advanced classes.

Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

Iowa Reading 7th Grade

The percentage of 7th grade students scoring at 7.1 or higher on the reading portion of the Iowa assessments.

CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the Georgia Department of Education (GaDOE). The Cobb CCRPI score shown here is the weighted average of all Cobb middle schools.