

2016-17 Cobb County School District Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></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><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Implement data teaming process, by subject/grade, utilizing student achievement data (common assessments) and instructional data (TKES Standards 3, 4, 8) every 6 weeks to triangulate the data and inform instructional decision-making.</p>	<p>Weekly Collaborative/ Data Teaming Process by grade/subject; Weekly Lesson Plan review; TKES Data every 2 weeks by teacher/ department</p>	<p>Administrators</p>	<p>Training on data team process</p>		
<p><i>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)</i></p>	<p>Create common assessments, collection of student achievement data, and review of student learning progress through weekly collaboration</p>	<p>Student progress monitoring via benchmarks and formatives); Benchmark Assessment Data (every 6 weeks for ELT scheduling); Weekly review of Lesson Plans; Walkthrough review of Lesson Plans</p>	<p>All teachers Administrators</p>			

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide ongoing professional learning and release time for the coordinator to collect, analyze, and facilitate data team discussions relative to the three targeted areas for instruction/learning improvement: GEM Standards, Engagement, Assessment.</p>	<p>Learning Walks (each teacher, every 2 weeks); TKES Data every 2 weeks by teacher/departement; Lesson Plan Monitoring (weekly by admin);</p>	<p>Administrators</p>	<p>Professional Learning Community training Data Team training TKES Training</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide specialized instruction for below grade-level readers (based on Lexile scores) in ACADEMY. Integrate Active Literacy Strategies Across the Curriculum (Book study) to develop reading for information, vocabulary, identifying main and supporting ideas (per identified areas of weakness).</p>	<p>Access Performance Bands, IEP Probes, Write Score Data, Benchmark Data, Universal Screener Data, Lexile Scores</p>	<p>All teachers</p>	<p>RI Training</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Provide specialized instruction for students performing below expected grade level (based on benchmarks, ACCESS, ITBS, and CRCT) in Math Connections and in ACADEMY.</p>	<p>IEP Probes, Universal Screener Data, FasttMath Reports/Data, Fraction Nation Reports/Data, USA Test Prep</p>	<p>All math teachers, Ms. Hemmings, Ms. Watts, Mr. Fields</p>			

<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Implement Data teaming process, by subject/grade, utilizing student achievement data (common assessments) and instructional data (TKES- Standards 3, 4, 8) every 6 weeks to triangulate the data and inform instructional decision-making. Deliver classroom guidance lessons and small-group study skills. Implement RTI process with fidelity, involving all stakeholders. Implement Truancy Intervention Panels to identify risk factors negatively influencing low academic performance/attendance issues. Utilize data to enroll students in remedial/enrichment ELT classes to provide individualized instruction.</p>	<p>Weekly Collaborative/ Data Teaming Process by grade/subject; Weekly Lesson Plan review; TKES Data every 2 weeks by teacher/department Inclusion of 2015 Fail Report in study skills group; Classroom guidance lessons Monthly RTI meetings; Data collection per student; grade reports; parental involvement Monthly TIP Meetings; Coordination of resources ELT Rosters each 6 weeks</p>	<p>All teachers Counselors, Social Worker, Administrators</p>	<p>Data Team Training, TKES Training</p>		
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

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

<p><i>District Focus Priorities 2016-2019</i></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>Develop and Implement the Barber Academy (Blended Learning proposal for interdisciplinary teaching and learning for targeted group of students who are under performing.)</p>	<p>Enrollment and participation in the Academy; Goal attainment; Academic Grades; HS credits earned; Stakeholder satisfaction; 20 time Projects; Parental Involvement</p>	<p>Administrators Ms. Hemming Ms. Watts</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>	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) 	<p>Integrate various technology resources as appropriate for individualized/specialized instructional support: Read 180, FasttMath, Fraction Nation, USA Test Prep Schedule students into supplemental instructional classes as appropriate: Math Connections and Barber Academy Increase ESOL services for eligible students (ALL SWD and ELL served) Loop 6th to 7th math teacher for one section of targeted students Provide counselor intervention (Fail List) to support study skills Provide individualized/specialized instruction as appropriate through RTI Intervention</p>	<p>Student progress monitoring through various measures: Access Performance Bands; IEP probes; Write Score Data; Benchmark Data; Universal Screener Data; Lexile Scores; FasttMath Reports/Data; Fraction Nation Reports/Data; USA Test Prep; Skills Tutor</p>	<p>Ms. Burt</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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

*District Focus Priorities
2016-2019*

2016-17 Aligned Actions and Measurements
(Due September 1, 2016)

<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</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><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Administer School Council Survey Engage parents in the Barber Academy: contract, activities, and book study (supported via Parent Facilitator) Collect parent input at beginning of school year for areas of interest to inform planning for Parent Nights Solicit parent feedback for Title I Plan Develop and Implement Counselor Advisory Committee</p>	<p>Student feedback and School Council response Parental involvement/ stakeholder satisfaction Creation of programs for Parent Nights Parent feedback and modifications Parent feedback and participation</p>	<p>Administrators Parent Liaison</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>See Title I Plan</p>	<p>Title I Office</p>	<p>Leadership Team</p>	<p>See Title I Plan</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE², 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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Include/involve teacher leaders, assistant administrators, and other key personnel on panels for selection of faculty and staff members.	TKES Summative Assessment results	Administrators			
Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	N/A	N/A	N/A	N/A	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Re-define professional norms for the entire school, establishing collaboration protocol that focuses discussion on teaching and learning that is Genuine, Engaging, and Meaningful (GEM) (Standards, Engagement, and Assessment) Develop and Implement an Induction program and mentoring support for new teachers to Barber and new teachers to the profession	Ongoing collaboration Establishment and implementation of common assessments in all subject/grades Effectiveness of Data teams Stakeholder satisfaction	Administrators	Data Team training PLC training New Teacher training		
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)	Implement Data teaming process, by subject/grade, utilizing student achievement data (common assessments) and instructional data (TKES- Standards 3, 4, 8) every 6 weeks to triangulate the data and inform instructional decision-making.	Collaborative/ Data Teaming Process, Lesson Plans, TKES Data	All teachers Administrators	Data Team training TKES training		
Other: (Specific to school, division, or area. Can be more than one.)						

Middle School Key Trends: Barber

Trend	Barber			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	81.9%	70.8%		85.8%	75.3%	
On-track for Graduation	92.6%	95.7%	98.1%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	2.1%	99.2%	99.6%	95.0%
Advanced Academics	38.9%	32.9%	27.4%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	65.5%	62.9%	57.2%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	57.1%	57.8%	53.8%	54.6%	55.5%	54.5%
CCRPI Score	77.5	71.5		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.