

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)	Monitor mastery of standards through the data team process on a weekly basis.	SLO, Common Formative Assessments, Common Unit Summative Assessments; Milestone Markers, CTLS	Teachers, Academic Coaches, Administration Data team facilitators	State and local data; Weekly collaboration time		
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)	Further develop Professional Learning Communities by focusing on the 5 step data cycle. Assessments developed through CTLS	Standards Based Grading, Teacher made rubrics, Milestone Markers, CTLS	Teachers, Academic Coaches, Administrators Data Team Facilitators,	Dedicated Planning Times, vertical planning time		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Design Professional Development aligned to IB action plan, Title 1 goals, CCRPI Data and SSP goals with focus on PBL and DOK 3 and 4. Support Reading Cohort</p>	<p>Evaluation and implementation of action plan developed during Professional Development; Common Formative Assessment Data; Milestone marker data</p>	<p>IB Committee; Academic Coaches; Teachers; Administrators ; Professional Learning Committee;</p>	<p>Release day for PD; Monthly dedicated time for Professional Learning and faculty meetings.</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Increase student involvement in reading programs through programs such as "Genius Hour" sponsored by Media Specialist and ELA classes.</p> <p>Administer Milestone Markers twice</p> <p>Increase student Lexile scores through grade level Reading Classes</p>	<p>Lexile scores; Read 180 data; Common Formative Assessment Data; EOG tests</p>	<p>Media Specialist; Content teachers, Literacy Coach; Read 180 teachers for identified students, Grade-level reading teachers</p>	<p>SRI Licenses; Read 180 System 44; Language Live</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>Increase math fluency through Math Connections; Scholastic Math Inventory; Number Talks.</p> <p>Administer Milestone Markers two times per semester.</p>	<p>Focus on Standards Based Grading; Milestone marker results; Common Formative Assessment data</p>	<p>Math Teachers; Math Connections Teacher; Math Coach;</p>	<p>Scholastic Math Inventory; training and resources in Number Talks</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Math and Reading Support programs to address students that are struggling in math and reading</p> <p>Add reading as academic classes and AC Gifted Resource classes.</p> <p>Provide research based strategies and interventions to targeted students (through RTI process).</p> <p>Increase student and parent monitoring process through quarter-based grading.</p>	<p>Data Points from RTI Interventions; Percent of students passing at five courses in core content areas (ELA, Math, Science, Social Studies, Reading, and World Language monitored quarterly.</p>	<p>Administrators , counselors, Academic Coaches; Teachers; Students; Parents/ Guardians</p>	<p>Progress reports; Report Cards; Data Points from RTI Interventions</p>		
<p>8. Other: Continuation of the implementation of the Middle Years Program (MYP)</p>	<p>Increase rigor and relevance through inquiry based approach to learning by continuing the implementation of the Middle Years Program.</p>	<p>IB Rubrics, Common Formative Assessment data and EOG data.</p> <p>Student Engagement Self Survey On Task Behavior Data Form</p>	<p>Administrator Teachers, Academic Coaches; IB Committee; faculty and staff</p> <p>Designated ELA/Math teachers</p>	<p>Designated collaboration time for IB Unit development.</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (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>

Identify local school innovations through system flexibility to increase student achievement. (IE²)	Continue evaluating IE2 Proposals for iPad and Laptop carts and model teaching. ESOL IE ² Innovative Model allows ESOL endorsed teachers to serve as the ESOL teacher as well Creation of local IE2 committee to help identify innovative practices and resources to support their implementation.	Compare implementation team with non-implementation team data by growth in: Access test, RI, MI	IE ² committee ESOL Administrator and Coordinator Principal and IE2 Committee Chair	Technology (iPad and Laptop Carts)		
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
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)	1. Increase reading Lexiles through Reading Connections 2. Increase math fluency through Math Connections, Number Talks.	Common Formative Assessments data, EOG data, RI, MI	Administrators , all content teachers, Media Specialist; Reading Connections, Math Connections and Read 180 teachers	Licenses for Read 180, SRI, SMI, Reading Cohort		
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	
Other: (Priorities specific to school, division, or area. Can be multiple.)	Increase student engagement and academic motivation through further implementation of PBIS. Train the new faculty and staff in the PBIS model.	Discipline Data; CCRPI Results; Student Health Survey Results	Administration , school culture committee, PBIS Committee	District Training and Support		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Provide opportunities for communication with and input from parents and families through the Parent Compact (Title 1); Partners in Education; PTSA; CMS Foundation; Watch Dog Dads, Communication through leadership teams</p>	<p>Title I and District and AdvED Surveys</p> <p>Monthly newsletter with a specific spotlight on areas in each monthly newsletter</p> <p>VIP Volunteer Program</p>	<p>Administrators Parent Facilitator, Faculty and Staff, Student, Family, Community Committee</p>	<p>Parent Nights, School Blog, Call Outs, Title 1 Input Meeting</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>See Title 1 Plan</p>	<p>See Title 1 Plan</p>	<p>See Title 1 Plan</p>	<p>See Title 1 Plan</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)	Elicit stakeholders' participation in 8 th grade students' community projects and PBIS.	Attendance at Parents Night Parent Surveys Attendance at Curriculum Night	Eighth Grade Students, Teachers, Community, IB Committee	Parent Nights, School Blog, Call Outs, Title 1 Input Meeting		
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					
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: <u>(Due June 30, 2017)</u>	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)	Recruit highly effective teachers through CCSD job fair and transfer process.	Highly Effective measured by knowledge of DOK, higher order thinking strategies, Title I and PBIS needs and strategies, and International Baccalaureate Curriculum	Administration	Job Fair Candidate Pool		
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. (IE²) (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)	Provide differentiated job embedded school focused Professional Learning for all faculty such as Inquiry Design Model, PBIS strategies, IB unit planning, Reading Cohort, Classroom Management, New Teacher Cohort, and Peer Observations Gifted Endorsement Cohort (10 teachers) at the county level	Evaluation and Implementation of Professional Development	Administrators , Academic Coaches, Faculty	CCSD		
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)	Support teachers through the coaching model approach for evaluation and professional learning plans	Dynamic Dashboard performance monitoring.	Administration , Academic Coaches	TLE platform reports.		
Other: (Specific to school, division, or area. Can be more than one.)	Restructure school governance model to provide input and leadership for all staff.	AdvED administration surveys	Committee Members, Administration , Academic Coaches	Edmodo platform for collaboration.		

Middle School Key Trends: Campbell MS

Trend	Campbell MS			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	77.2%	59.5%		85.8%	75.3%	
On-track for Graduation	79.3%	84.9%	83.5%	85.0%	86.8%	88.5%
Career Ready	99.3%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	37.8%	33.9%	42.8%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	61.5%	63.5%	66.5%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	36.2%	32.5%	34.1%	54.6%	55.5%	54.5%
CCRPI Score	72.7	69.4		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.