

2016-17 Cobb County School District 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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>-Provide a two-hour PD to teachers with visual examples of expectations for earning proficient on TKES standards 3, 4, 7, 8 (during November PD)</p> <p>-Implement and monitor the Focused lesson model and the non-negotiable standards-based classroom checklist, and our instructional focus of Reading, Writing and Literacy</p> <p>-Monitor Lesson plans which are turned in every two weeks</p>	<p>-TKES ratings for both</p> <p>-Results of the checklists</p>	<p>-Admin team, Academic coaches and subject area leaders</p>	<p>Videos for training</p>		
<p>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)</p>	<p>-Utilize Reading and Math Inventories as diagnostics, and CTLS and USA Test prep for summative assessments</p> <p>-Create and use common assessments</p>	<p>-Results of each assessment</p>	<p>All teachers, coaches, and administrators</p>	<p>Funds from Title I to purchase USA Test Prep</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>-Professional development has been developed around our focus of Reading, Writing and Literacy. Every other Wednesday teachers participate in targeted PD -Encourage teachers to participate in regional and national content specific PD as well as PLC conferences -Monitor progress of common assessments</p>	<p>-TKES walkthroughs and Focus Walks by the coaches</p>	<p>All teachers, coaches, and administrators District personnel and Title I coaches</p>	<p>Title I and II funds for attending conferences</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>-Implement RTI strategies, a school-wide Read 180 initiative, and small group reading for Sped students. -Implement 25 book reading campaign -Hire a 7th grade reading tutor</p>	<p>SRI administered three times a year</p>	<p>Teachers, coaches, counselors, and admin, and parents</p>	<p>-Title I funds for Read 180 kits -20-day funds</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>-Implement RTI strategies and school-wide math remediation -Hire three math tutors (one per grade level) -Monitor progress of common assessments</p>	<p>SMI administered three times a year</p>	<p>Teachers, coaches, counselors, and admin, and parents</p>	<p>-Title I funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>-Monitor RTI process. Teachers meet twice a month with counselors about students on RTI -Monitor and have conversations with teachers about grade distribution after progress reports and report cards are completed -Hire an 8th grade science and an 8th grade social studies tutor to support struggling students in both content areas -Implement a Saturday Academy for 4 weeks in Feb/March</p>	<p>-Grade distribution reports -RTI and Sped data -Retention and Placement data -Results of common assessments</p>	<p>Teachers, coaches, counselors, and admin</p>	<p>20 day funds</p>		

8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	-Continue implementing the PLC process -Proceed with state STEM and AdvancEd certification -Monitor students' attendance to ensure that students do not miss any more than 6 days of school -Continue implementing PBIS	Documentation from weekly collaboration and guiding coalition meetings STEM Academies Attendance and Discipline data	All teachers, coaches, administrators and admin Attendance clerk and social worker	N/A N/A		
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Board Goal 2: *Differentiate resources for students based on needs.*

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
	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)	
Identify local school innovations through system flexibility to increase student achievement. (IE²)	<ol style="list-style-type: none"> 1. Transform Media Center into Learning Commons 2. Collaboration with Clarkdale and Powder Springs to provide math enrichment to 5th graders 	Increase in the use of the Media Center Increase in the percentage of students who are eligible to take Math 6/7 as 6 th graders	Media Specialist Admin team, teachers and elementary principals	Splost V and Cooper Foundation funds 20 day funds		
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<ol style="list-style-type: none"> Provide a 1.5 full time Read 180 teachers and Read 180 support for all grade levels during third period, a 7th grade reading tutor, and small group Read 180 for Sped students Provide a full time math connections teacher, math connections classes for third period, hire three math tutors, and small group math for Sped students Monitor Sped classes, RTI process, and common assessments Continue to implement our GEMS- girl mentoring program and our male mentoring programs Implement a before school reading program for (40) 6th grade students reading below grade level 	<p>Reading and Math Inventory Data and common assessments</p>	<p>Remedial teachers, counselors, coaches and admin</p>	<p>Title I and 20 day funds</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 style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Proceed with State STEM certification Fully Implement PLC process</p>	<p>EOC test results Results from formative and summative assessments- CTLs</p>	<p>STEM teachers All teachers, coaches, counselors and admin</p>	<p>Guidance from district leadership Solutions tree conferences</p>		

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

<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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Utilize the results of Parent Surveys to make decisions about Parent Engagement</p>	<p>Survey results</p>	<p>All staff</p>	<p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> -Collaborate with PTSA to plan topics for monthly Chat and Chews with the Principal -Meet as required with the School Council to share the Title I plan, strategic plan and student achievement data -Separate Open House into two nights- 7/8 and a separate 6th grade parent night -Implement a Reading and Math Night -Host Academic Assemblies for parents to attend -Separate Honor's Night between 6th and 7th grade parents -Continue hosting monthly student of the month celebrations with parents being invited for breakfast 	<p>Comments and suggestions/ surveys</p>	<p>Admin and staff</p>	<p>N/A</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)	Conduct the annual parent summer summit to determine the additional programs and trainings needed by the parents	Comments and Suggestions	Admin and staff	N/A		
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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. (IE²)	Recruit and hire or encourage current teachers to obtain gifted certification	TKES	Admin	District training for teachers		
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. (IE²)	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)	Continue to work with the Academic coaches, subject area leaders and administrators to teach, model and monitor our Focused Lesson Model and non-negotiable standards based classroom checklist	TKES results Results of common formative and summative assessments-CTLS	Teachers, coaches, admin	District support/Title I coaches		

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)	Provide training on standards, 3, 4, 7, 8,	TKES data	Admin and academic coaches			
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	

Middle School Key Trends: Cooper

Trend	Cooper			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	76.5%	69.1%		85.8%	75.3%	
On-track for Graduation	66.8%	80.5%	83.4%	85.0%	86.8%	88.5%
Career Ready	99.4%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	54.3%	51.3%	35.5%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	63.6%	74.9%	61.0%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	39.8%	37.3%	37.4%	54.6%	55.5%	54.5%
CCRPI Score	73.9	63.2		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.