

## 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					
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , 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. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	<ul style="list-style-type: none"> <li>• Continuous use of Data Teams and collaboration</li> <li>• Ongoing training and use of the FFAS system</li> <li>• Implementation of Accelerated Intervention Plan</li> </ul>	Data Team Log, Accelerated Intervention Log	Teachers, Administrators, Instructional coach	<ul style="list-style-type: none"> <li>• CTLS/FFAS Training</li> <li>• Student data</li> </ul>		
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. <b>(S)</b>	<ul style="list-style-type: none"> <li>• Continuous use of Data Teams and collaboration</li> <li>• Ongoing training and use of the FFAS system</li> <li>• Implementation of Accelerated Intervention Plan</li> </ul>	Data Team Log, Walk thrus, lesson plans	Teachers, Administrators	<ul style="list-style-type: none"> <li>• CTLS/FFAS training</li> <li>• Data Team logs</li> </ul>		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	<ul style="list-style-type: none"> <li>• Provide professional learning on the following:                             <ol style="list-style-type: none"> <li>1. Problem Based Learning</li> <li>2. SAMR</li> <li>3. FFAS/CTLS</li> <li>4. Hannel’s Effective Questioning</li> <li>5. Nonlinguistic representations (word walls)</li> </ol> </li> </ul>	Data Team Log, Walk thrus, lesson plans	Teachers, Administrators, Media Specialist	<ul style="list-style-type: none"> <li>• CTLS/FFAS Training</li> </ul>		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>• Monitor student progress to increase Lexile scores</li> <li>• Use of Language Arts Fundamentals class</li> <li>• Targeted support for ELL students in Science and ELA</li> </ul>	<p>Reading Inventory (RI) Read 180 System 44</p>	<p>Teachers, Administrators</p>	<ul style="list-style-type: none"> <li>• Lexile Training</li> <li>• Read 180 program</li> <li>• System 44 program</li> </ul>		
<p>6. 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>	<ul style="list-style-type: none"> <li>• Monitor student progress to increase math proficiency</li> <li>• Embed more technology in math lessons</li> <li>• Utilize Instructional Coach to focus on 8<sup>th</sup> grade students</li> <li>• Use of Data Teams</li> <li>• Ongoing Accelerated Intervention</li> <li>• Provide specialized instruction from math Special Education Teachers</li> </ul>	<p>Math Inventory (MI)</p>	<p>Teachers, Administrators Media specialist, Math Special Education Team</p>	<ul style="list-style-type: none"> <li>• CTLS Training</li> <li>• SAMR training</li> <li>• Questioning Training</li> <li>• Problem Based Learning Training</li> </ul>		
<p>7. Increase number of students academically completing every grade. <b>(S)</b></p>	<ul style="list-style-type: none"> <li>• Continuous use of Data Teams and collaboration</li> <li>• Ongoing Accelerated Intervention</li> <li>• Use of Highly Effective Questioning</li> <li>• Implementing SAMR</li> <li>• Focusing on Problem Based Learning</li> <li>• Use Nonlinguistic representations (word walls)</li> <li>• Use of Language Arts Fundamentals class</li> </ul>	<p>Data team log</p>	<ul style="list-style-type: none"> <li>• CCRPI Monitoring</li> <li>• Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>• SSA</li> <li>• ELL action plan</li> </ul>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</p>
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<p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>• Implement Research and Inquiry Classes</li> <li>• Use of Language Arts Fundamental class</li> <li>• Use of Instructional paraprofessional to provide support for at-risk students</li> <li>• Utilization of Media Specialist as an Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Common formative and summative assessments</li> <li>• Data Team Log</li> <li>• Academic Intervention Log</li> </ul>	<p>Teachers, Administrator, Instructional parapro, ISS teacher</p>	<p>Student data</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<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 <b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Monitor student progress to increase Lexile scores - Language Arts Fundamentals – Read 180, System 44</li> <li>2. Monitor student progress to increase math scores – Instructional Coach (USA Testprep), special education math focus</li> <li>3. CCRPI monitoring, implement Grade protection system</li> </ol>	<ol style="list-style-type: none"> <li>1. Lexile Testing</li> <li>2. RI/MI test</li> <li>3. Common formative assessments</li> <li>4. CCRPI data and 6 wk grades</li> </ol>	<p>Teachers, Administrators, Social worker, School Counselors, ISS parapro</p>	<p>RI/MI USA Testprep Read 180 System 44</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><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<p><b><i>District Focus Priorities 2016-2019</i></b></p> <p><b><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</b></p>	<p><b>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</b></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:</b> (Due June 30, 2017)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<ul style="list-style-type: none"> <li>• Analyze SACS stakeholder results</li> <li>• Monthly School Council meetings</li> <li>• Increase parent involvement by combining parent meetings with school activities</li> <li>• Work with the Quaglia Institute of Student Aspirations to improve school climate through “voice”</li> <li>• Focus on ES to MS articulation during 1<sup>st</sup> semester</li> <li>• Provide Synergy training for parents</li> <li>• Develop “Parent Responsibilities” guidelines</li> </ul>	<p>Attendance at parent meetings, frequency of parent volunteers</p>	<p>Teachers, Administrators, School Council, PTSA, school counselors</p>	<p>Quaglia Institute</p>		

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>Implement PBIS</li> </ul>	<p>DOBQ</p>	<p>PBIS Teacher Committee</p>	<p>School Focus Staff Development Monies</p> <p>District and State Training.</p>		
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</b></p>						<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</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:</b> (Due June 30, 2017)</p>		
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Attend hiring fairs to recruit highly effective teachers</p>	<p>Number of HQ teachers hired</p>	<p>Administrator, teacher leaders</p>				
<p>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<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Provided targeted instructional support through professional development series on:</p> <ul style="list-style-type: none"> <li>• Problem Based Learning</li> <li>• SAMR</li> <li>• FFAS/CTLS</li> <li>• Hannel’s Effective Questioning Nonlinguistic representations (word walls)</li> <li>• Continuous use of Data Teams and collaboration</li> <li>• Ongoing training and use of the FFAS system</li> </ul> <p>Implementation of Accelerated Intervention Plan</p>	<ul style="list-style-type: none"> <li>• Walk throughs</li> <li>• Lesson plans</li> <li>• Data Team log</li> <li>• Accelerated intervention log</li> </ul>	<ul style="list-style-type: none"> <li>• Adminis-tration</li> </ul>	<ul style="list-style-type: none"> <li>• CTLS/FFAS training</li> <li>• Data Team logs</li> <li>• Student data</li> </ul>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b>.</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>• Individual teacher coaching and feedback provided by administrators</li> <li>• Provide support to teachers on a PLP</li> <li>• Implementing a teacher induction program</li> <li>• Use of highly effective teachers to provide training and support for staff members</li> </ul>	<p>TKES platform</p>	<p>Administrators , teacher leaders</p>	<p>TKES training for new teacher New teacher meetings</p>		
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						

## Middle School Key Trends: Daniell

Trend	Daniell			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	85.1%	75.9%		85.8%	75.3%	
On-track for Graduation	86.0%	94.0%	92.0%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	96.9%	99.2%	99.6%	95.0%
Advanced Academics	45.1%	46.2%	54.6%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	65.5%	68.3%	63.0%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	55.0%	61.6%	57.3%	54.6%	55.5%	54.5%
CCRPI Score	88.9	79.0		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.