

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>Use data to differentiate instruction and adjust instructional focus.</p> <p>Learn and Implement common assessments via CTLS.</p>	<p>Data documents (data digs, at risk identification, data team logs, etc.)</p> <p>Teacher created assessment analysis</p> <p>Teacher created common/formative assessments</p> <p>Data used to schedule AC, High School credit, and on level courses</p>	<p>All faculty members</p>	<p>Monday Cluster PLCs</p> <p>District support from all offices.</p> <p>See added EOC data</p> <p>TTIS</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>Plan common formative and summative items on assessments through collaborative data teams.</p>	<p>Collaborative team planning log; Presence of shared assessment items</p>	<p>Teachers and administration</p>	<p>Protected Collaboration Wednesdays</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide a release day for the use of data via CTLS to write differentiated plans as well as write common assessment items.</p> <p>Provide weekly collaborative planning and administrative leadership and learning meetings to grade level, subject area teachers.</p>	<p>Data Team logs TKES observations Student data (EOG, SLO's, attendance, etc.)</p>	<p>All faculty members</p>	<p>Monday Cluster PLCs SFSD funding for planning Grant Funds Protected Collaboration Wednesdays</p>		
<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Integrate the reading program in grades 6-8 focusing on reading strategies specific to the subject areas. Use STEAM question to reach all areas of study.</p> <p>Identify students by name who are not reading on grade level.</p> <p>Provide Rti and other strategies such as Extended Day tutoring for students as risk for failure or not reading on grade level.</p> <p>Administer universal screener in both math and reading to better monitor and advance each student's individual performance and progress</p>	<p>EOG/ Milestone Reading CCRPI Reading Existing data (attendance records, testing history, placed/retained lists, Rti, Sp Ed, RI, etc.) Universal Screeners</p>	<p>All faculty members</p>	<p>Protected Collaboration Wednesdays Training for New Teachers on RI</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 the number of students being served in advanced math courses.</p> <p>Use common constructive response assessment items on class activities and assessments.</p> <p>Use math inventory to identify students in need of reading and math support.</p> <p>Use Collaborative Data Teams to identify students needing remediation or additional help in all subject areas focusing on reading in the content area and math computation/application.</p>	<p>Scheduled students;</p> <p>EOG/ Milestone Math</p> <p>Review of shared assessment items</p> <p>Math Inventory</p>	<p>Math teachers and administration</p>	<p>Protected Collaboration Wednesdays</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Identify (early) at-risk students through the RtI process and the collaborative data team process.</p> <p>Monitor and provide interventions for students at risk for failing on not showing growth in area of concern.</p> <p>Add remedial math support class</p>	<p>Scheduled RtI Meetings/School Calendar;</p> <p>Data Digs</p> <p>Quarterly grade analysis; Decrease in overall placed rate</p>	<p>All faculty members</p>	<p>Monday Clusters</p> <p>Rti Data</p>		

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue long-range goals specific to Dickerson:</p> <ol style="list-style-type: none"> Continued use of Olweus program (DMS Challenge class) Continue implementation of STEAM initiative Continued use of the PBIS/Fresh Air Fridays program Monitor for attendance issues 	<p>Meeting with district staff;</p> <p>Stakeholder survey data;</p> <p>Two new connections courses (Yearbook and Sound Engineering)</p> <p>Designated STEAM staff leader;</p> <p>attendance data</p>	<p>All faculty members</p> <p>PPO data</p> <p>L & L</p>	<p>SFSD funds</p> <p>Grant funding</p> <p>District support for STEAM leader</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 (<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>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>Continue STEAM concept</p> <p>Send teachers to appropriate STEAM conventions such as the STEAM3 conference.</p> <p>Add technology connection course offered to support the STEAM initiative</p>	<p>Number of students participating in STEAM course</p>	<p>Tara Thieme, STEAM Coordinator</p>	<p>Maintain allotments provided in 2016-2017</p> <p>SFSD funds</p> <p>Grants</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"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<p>Provide direct reading instruction through SpEd and RtI strategies, extended day offered, differentiated reading courses; Reality U for 8th grade reading students</p> <p>Provide direct math instruction through SpEd and RtI strategies, extended day offered, differentiated math courses offered and varied support through the counseling department including the 8th Grade Reality U</p> <p>Renovate the extended day program to reflect motivating and effective instruction</p>	<ol style="list-style-type: none"> EOG, quarterly grade analysis and attendance in extended day, 8th grade participation EOG, quarterly grade analysis and attendance in extended day. Promotion rates and counselor data Reading and Math Inventory 	<p>All teachers, Administrators and counselors</p>	<p>20 Day Funds</p> <p>Monday Cluster</p> <p>IE² application</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>	<p>Continue STEAM implementation</p>	<p>Tiered phase in approach to STEAM</p>	<p>Dickerson Staff</p>	<p>L & L</p> <p>Community</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><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>Review and Respond to stakeholder survey data to implement initiatives based on student, staff and community input.</p>	<p>Attendance and minutes from meetings</p> <p>Stakeholder survey data</p> <p>School Council Agendas</p> <p>Staff and admin team agendas</p> <p>TKES/LKES survey data</p>	<p>Dickerson community</p>	<p>Survey Data</p>		

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Host 6 lunch and learns to educate/inform parents on relevant middle school topics</p> <p>Send an informative eblast “Did you know?” to highlight procedures and interpreting data</p> <p>Host a Newcomers breakfast for all parents and students who are new to CCSD and Dickerson</p> <p>Expand volunteer opportunities so parents can “Share your expertise”</p>	<p>Sign in sheets</p> <p>Number of Recipients</p> <p>Number of Attendees</p> <p>Visitor Logs</p>	<p>Dickerson PTSA</p> <p>Dickerson School Council</p> <p>Principal</p> <p>PTSA Volunteers</p>	<p>PTSA Funded</p> <p>N/A</p> <p>Picture money</p> <p>N/A</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue implementation of Olweus program (DMS Challenge class)</p> <p>Continue implementation of STEAM initiative – including repurposing several instructional areas to be more conducive to updated learning environments including computer labs and refurbishing the old Home Ec classroom to a state of the art Sound Engineering classroom.</p> <p>Continue use of the PBIS/Fresh Air Fridays program</p> <p>Communicate new attendance regulations to parents and staff</p>	<p>Olweus Survey results;</p> <p>student and parent survey results;</p> <p>eblasts, letters, conference week</p> <p>PBIS State Data</p> <p>Number of discipline referrals</p> <p>SWIS DATA</p> <p>Monthly Parent Presentations</p>	<p>Dickerson Administration ; Dickerson Teachers, Dickerson community</p> <p>Kelly McNabb</p> <p>PBIS Team</p> <p>Dickerson Admin, PTSA and Counselors</p>	<p>Olwues Surveys from P & I office;</p> <p>Advanced Ed survey results, documentati on of parent communicati on</p> <p>Guest Speakers</p>		

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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Create interview questions designed to not only hire but retain special education teachers</p> <p>Conduct exit interviews, where applicable, to determine improved supports to retain teachers.</p>	<p>Interview questions based on TKES with the addition of a three year commitment question</p>	<p>Principal</p>	<p>Talent Ed HR</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. (IE²)</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. (IE²) (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. (AD)</p>	<p>Schedule Monday PLCs to focus on data driven instruction</p> <p>Utilize district level support personnel as needed to assist in training teachers and administration</p>	<p>Calendar Agenda</p>	<p>Administration</p>	<p>District personnel</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Reflect and respond upon building trends based on TKES/LKES data.</p> <p>Use CTLS data to support TKES Standards 5 & 6.</p>	<p>Lesson Plans</p> <p>Formative and Summative Assessments</p> <p>TKES Orientation</p> <p>TKES Mid-Year and Summative Conferences</p> <p>TKES/LKES survey results</p>	<p>Administration and staff</p>	<p>None</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Middle School Key Trends: Dickerson

Trend	Dickerson			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	97.5%	95.5%		85.8%	75.3%	
On-track for Graduation	90.8%	95.5%	96.3%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	57.0%	58.5%	63.2%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	69.2%	75.5%	73.9%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	82.2%	84.9%	83.4%	54.6%	55.5%	54.5%
CCRPI Score	92.0	94.7		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.