

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;"><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p> |
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| | <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><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p> | <p>As a Cohort 3 CTLS school, Durham staff is receiving ongoing training from the TTIS throughout the year on Mondays during grade level meetings.</p> | <p>CTLS data analysis; Touchstones, Milestone growth</p> | <p>Teachers & Admin</p> | <p>Monday grade levels; SFSD/Cell tower funds for release and Cohort 3 CTLS training from TTIS</p> | | |
| <p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p> | <p>Use data routinely in order to differentiate instruction and adjust instructional focus. Integrate CTLS data into progress monitoring.</p> | <p>SLO assessments and analysis of teacher created common formative and summative assessment; student grade/ academic performance</p> | <p>All teaching faculty members</p> | <p>Monday grade levels; SFSD/Cell tower funds for release and Cohort 3 CTLS training from TTIS</p> | | |

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| <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>Add to the focus on common summative assessments, adding common formative assessments for each instructional unit through collaborative teams/PLC's.</p> <p>Use of Touchstones and other teacher-generated assessments using CTLS.</p> | <p>Formative: TKES observations, anecdotal, unit plans and Reflections</p> <p>Summative: Student data on assessments (teacher created and state tests); PLC/Data team results</p> | <p>Teachers & Admin</p> | <p>Monday grade levels; Release time through SFSD/Cell tower funds for training planning; Cohort 3 CTLS training from TTIS</p> | | |
| <p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p> | <p>Provide 1 release day for continued data team/PLC training, analysis of assessments, and creation of common assessments.</p> <p>Academic focus on DOK and increasing academic rigor and expectations on formative assessments to prepare for summative assessments.</p> | <p>Data team results, CCRPI, anecdotal, survey results</p> | <p>Admin</p> | <p>Monday grade levels, SFSD/Cell tower funds for release and training</p> | | |

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| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p> | <p>Read 180 Implementation expanded from 8th grade only to now include all grade levels for readers at the 30th percentile or below. In addition, System 44 has been implemented for our lowest performing students in Reading who need basic/phonics instruction.</p> <p>ELL students receive intensive reading strategies using components of the ELL Read 180 program.</p> <p>RTI; Study Skills, & Extended Day tutoring are offered to students below grade level or struggling academically.</p> <p>Continued focus on literacy in the content areas and the use of RI data to group and serve students.</p> | <p>Milestone scores, CCRPI data, RI scores, teacher assessments, CTLS Touchstone data; PLC/Data team results</p> | <p>Admin & teachers</p> | <p>20-Day funds, Monday grade levels, Read 180/System 44 training and coaching visits; dedicated computers & headphones for Read 180 program and for small group lab.</p> | | |
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| <p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p> | <p>Extended Day tutoring offered to students who qualify (below 30th percentile, retention candidates, remedial, etc.)</p> <p>Identify those students not performing on grade level for strategic interventions – including RTI, Study Skills, etc.</p> <p>Utilize CTLS Touchstones and other resources for “almost there” assessments and remediation.</p> <p>Utilize MI, math fluency feedback, and common assessments in order to identify students with specific needs for skill reinforcement.</p> <p>Daily warmup activities that reinforce, target, and review necessary core math skills; utilize differentiation based on skill needs.</p> <p>Re-evaluate math placement criteria so that students are appropriately placed in the correct levels of math courses.</p> <p>RTI; Study Skills, & Extended Day tutoring are offered to students below grade level or struggling academically.</p> <p>20-day plan for remediation of students in danger of failing Milestone in 8th grade during Maymester.</p> | <p>Milestone scores, CCRPI data, MI scores, teacher assessments, CTLS Touchstone data; PLC/Data team results</p> | <p>Admin & teachers</p> | <p>20-Day funds, Monday grade levels, Gizmos purchase and training for math skill practice, Purchase of MobyMax and USA Test Prep as tools for math teachers.</p> | | |
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| <p>7. Increase number of students academically completing every grade.(S)</p> | <p>Grading terms were changed back to quarters from semesters to decrease the number of students on the retention risk list.</p> <p>Monitor actively and provide interventions for students at risk of retention through the following methods: RTI, Extended Day Tutoring, SOS club, Study Skills, Focused Advisement, mentoring, etc.</p> | <p>RTI data collection; monitored monthly and ongoing throughout the year.</p> | <p>Teachers, Counselors, and Administrators</p> | <p>N/A</p> | | |
| <p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>Renew and train teachers to utilize Gizmos online resources in science and math classes. Utilize USA Test Prep, Moby Max, etc. in math classes.</p> <p>Utilize Digital Age classroom and BYOD strategies to increase student engagement.</p> | <p>PLC/Data team results, CCRPI scores, anecdotal, class performance, math & science scores, teacher assessments</p> | <p>Teachers, Counselors, and Admin</p> | <p>SFSD/Instructional Funds; DMS Foundation support of Digital Age Classroom phases.</p> | | |

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

| <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>Identify local school innovations through system flexibility to increase 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>N/A</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>N/A</p> | |

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| <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) | <ol style="list-style-type: none"> 1. Implement Read 180/System 44 in all three grades and ELL classes; All students in grades 6 and 7 are scheduled for daily reading instruction as a separate course with a focus on reading skills and strategies. 2. Continue to revise the Extended Day/Wildcat Tutoring Program to target specific weaknesses in each subject, include a Maymester for 8th grade students, and target specific test-taking skills to improve student performance on Milestone assessment. 3. RTI process to meet monitored and facilitated monthly by admin and counselors to help teachers carve out time to discuss strategies to help students be successful; Implementation of the Study Skills Connections class to support students struggling academically through targeted interventions, contracts, and support with organization, work habits, and work completion. 4. Be trained to understand and utilize CTLS and Touchstones as “almost there” assessments and focused skill remediation or reinforcement. | <p>PLC/Data team results, CCRPI Scores, anecdotal, survey results CCRPI scores, class performance, reading SRI scores, teacher assessments</p> | <p>Admin, counselors, and teaching staff</p> | <p>20-Day funds, Monday grade levels, Read 180/System 44 training and coaching visits; dedicated computers & headphones for Read 180 program and for small group lab.</p> | | |
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| 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.) | Release time for collaboration, PLC/Data team training, Milestones data review. Master schedule designed for teacher schedules with only two preps (requires no "teams"). | Improved achievement data on CCRPI, student performance, Gap closure, etc. | Admin and teachers | SFSD and cell tower funds. | | |

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

| <i>District Focus Priorities 2016-2019</i> | 2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u> | | | | | |
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| <u>Focus Priorities:</u> (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> | |
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| <p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p> | <p>Review stakeholder survey data with staff during pre-planning and with School Council; Focus on areas of weakness to improve while maintaining 5-star Climate Rating.</p> <p>Maintain open door, approachability with parents. Increase the number of positive parent interactions with administration (coffee with principal, Breakfast of Champions, etc.) throughout the school year.</p> <p>Initiatives for staff input:</p> <ol style="list-style-type: none"> 1. Building Leadership team meets at least monthly with the principal to discuss current issues and address needs 2. RTI process – teams meet monthly 3. 504 and RTI process are managed by the counselors and mentored by the SSA; Durham is a pilot school for Goalview for 504s. 4. PLCs/Data teams meet each Wednesday to create common assessments and plan for instruction, remediation and enrichment. 5. Open door approachability for staff input with principal. 6. “Roar About it” Brag board in mailroom to | <p>Data team results, CCRPI scores, class performance, MI & RI scores, teacher assessments, course syllabus; School improvement/ climate survey results</p> | <p>All stakeholders</p> | <p>None</p> | | |
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| | <p>celebrate successes.</p> <p>Enforce grading consistency across contents in each grade levels; ensure that all grades are in percentages (out of 100%); utilize formative assessments throughout instruction to prepare students for summative assessments. This helps with better clarity and fairness for all students, and assists parents in better interpreting and understanding grading procedures.</p> | | | | | |
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| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p> | <p>Continue to develop the DMS Foundation focusing on improved partnership between the PTSA and Foundation.</p> <p>Utilize parent volunteer committees and clearly communicate invitation to parents for school functions so that they are able to be involved. Increase number of parent volunteers at Durham events without compromising campus safety and security.</p> <p>ABA Ambassador Program.</p> <p>Increase community partnerships with businesses and churches through PTSA, Foundation, and school.</p> <p>Provide communication consistency, Wednesday e-blast, Sunday PTSA e-Blast, Friday staff memo, etc. so that parents and community are aware of events and ways to be involved.</p> | <p>Stakeholder survey data; school climate rating; anecdotal data</p> | <p>Parents, students and staff</p> | <p>None</p> | | |
| <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>Establish mission statement for Durham Middle School.</p> <p>Regular attendance at ABA meetings to increase community involvement.</p> | <p>Staff awareness of mission and action toward mission.</p> <p>Increased support and partnerships with local businesses and churches.</p> | <p>All staff members</p> | <p>None</p> | | |

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

| 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 |
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| Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²) | Utilize rigorous interview questions to promote better, more in depth interviews. Hire special education teachers for special education openings and provide strong mentorship in order to change the culture of SPED at Durham | Survey data, retention, and school climate ratings | Principal | None | | |
| 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 | 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 | N/A |

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| <p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p> | <p>Assign all new staff members a mentor in the subject area that they teach.</p> <p>Meetings weekly with all new special education teachers and the SSA to assist in meeting timelines,, answering questions, etc.</p> <p>Weekly meetings with counselors and SSA on new procedures for 504 (Goalview), RTI, and progress monitoring.</p> <p>Hold weekly grade level meetings to address PLC/data team needs, instructional strategies, and student progress monitoring methods (CTLS, iRespond, Touchstones)</p> <p>Clearly communicate expectations and non-negotiables for planning, assessment, and instruction.</p> | <p>Trend data from surveys, observation, student performance on common assessments, and stakeholder feedback (teachers, parents, students); teacher retention rate</p> | <p>Admin, counselors, and teachers</p> | <p>Mentors, training in progress monitoring, PLC's & data teams</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 upon instruction, administration, and current practices.</p> <p>Utilize flexible assessment system where able for experienced teachers demonstrating proficiency.</p> | <p>Trend data from surveys, observation, student performance on common assessments, and stakeholder feedback (teachers, parents, students)</p> | <p>Admin and teachers</p> | <p>None</p> | | |
| <p>Other: (Specific to school, division, or area. Can be more than one.)</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> |

Middle School Key Trends: Durham

| Trend | Durham | | | Cobb | | |
|--------------------------|--------|--------|--------|-------|-------|-------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Lexile Levels 8th Grade | 94.7% | 86.6% | | 85.8% | 75.3% | |
| On-track for Graduation | 95.9% | 98.6% | 97.2% | 85.0% | 86.8% | 88.5% |
| Career Ready | 100.0% | 100.0% | 100.0% | 99.2% | 99.6% | 95.0% |
| Advanced Academics | 53.5% | 53.9% | 55.2% | 49.2% | 48.0% | 48.8% |
| Stakeholder Satisfaction | 73.2% | 72.4% | 72.9% | 66.7% | 70.1% | 67.5% |
| Iowa Reading 7th Grade | 69.1% | 73.6% | 73.2% | 54.6% | 55.5% | 54.5% |
| CCRPI Score | 88.9 | 81.6 | | 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.