

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;"><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></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><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> • Maintain data logs containing Milestone levels of performance. • Use flexible grouping strategies 	<ul style="list-style-type: none"> • End of Grade Assessment • Common Assessments 	<p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • Touchstones/CTLS • Unit Assessments • I Respond 		
<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>	<ul style="list-style-type: none"> • Use Pacing Guide & Standards to develop assessments • Collaborate each Wednesday to Plan Lessons & Adjust Instruction based on student performance on assessments. • Create A schoolwide Common Assessment Calendar for quarterly benchmarks. • PLC's will create a calendar for monthly data analysis on Common Assessments. • Additional support on use of Flexible Formative Assessments created by science and social studies teachers and entered in CTLS will be provided to increase use with the IRespond System. 	<ul style="list-style-type: none"> • Flexible Formative Assessments • Lesson Plans • Data Logs 	<p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • Curriculum • Academic Coaches 		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> • Develop grade level, content-specific professional learning that addresses the following: TKES, STEAM, Problem-Based Learning, "RACE" Writing Strategy, Social Studies Inquiry, and Professional Learning Communities. 	<ul style="list-style-type: none"> • Staff Survey • Walk-Throughs • Lesson Plans 	<p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • SFSD • Academic Coaches • Teacher Leaders • Administration 		

<p><i>5. Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<ul style="list-style-type: none"> • Integrate literacy across all subject matter during the Extended Learning Time as well as during all classes. • Provide incentives for reading based on improved Lexile Levels after SRI administrations through announcements, newsletters, quarterly honor roll celebrations, prizes awarded to students. • Implement System 44 in 6th/7th • Implement Read 180 in 6th/7th/8th 	<ul style="list-style-type: none"> • Reading Inventory 3 X 	All Staff	<ul style="list-style-type: none"> • Academic Coach • Local Funding • System 44 • Read 180 		
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> • Hire Title I Math Coach to support math achievement. • Implement Math 180 in 6th/7th/8th • Implement Math Connections • Provide access for student math practice at home via IXL web program. 	<ul style="list-style-type: none"> • Math Inventory 3 X 	All Staff	<ul style="list-style-type: none"> • Math Coach • Math 180 • Math Connections • IXL 		
<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<ul style="list-style-type: none"> • Increase Parent Involvement through face to face conferences, phone conferences, Parent Synergy Use • Offer instructional tutoring. 	<ul style="list-style-type: none"> • Synergy Usage Reports • Sign In Logs • Conference Log 	All Staff Parent Liaisons (Title I & III)	<ul style="list-style-type: none"> • Title I • Title III • 20 Day Fund 		
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<ul style="list-style-type: none"> • Implement STEAM instructional strategies during Extended Learning Time to increase rigor and relevance in curriculum. • Offer Algebra I, Spanish, French,. High School Visual Arts 	<ul style="list-style-type: none"> • STEM Certification • Synergy • EOG 	All Staff	<ul style="list-style-type: none"> • Local School Funding • CCSD 		

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

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	<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>	<ul style="list-style-type: none"> Create Gifted Resource Courses during Extended Learning Time: 1 per 6th/7th/8th Grade 	<ul style="list-style-type: none"> Synergy 	<ul style="list-style-type: none"> Mann McCall Thomson 	<p>Advanced Learning Program Curriculum</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) 	<ol style="list-style-type: none"> System 44, Read 180, Tutoring Math Coach 50%; Math 180, Math Connections, Tutoring <p>Link Khan Academy Videos in English & Spanish on Blogs and provide parent instructions for access.</p>	<ol style="list-style-type: none"> Reading Inventory Math Inventory <p>Blog Review</p>	<p>Reading Teachers Math Teachers, Math Coach</p>	<p>Title I 20 Day Funds CCSD</p>			

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

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	<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>	<ul style="list-style-type: none"> • Administer Climate Surveys • Administer PBIS Surveys • Analyze Survey Data • Conduct Parent Input Meetings 	<p>Survey Data</p>	<p>School Strategic Team, Parent Liaisons (Title I & III)</p>	<ul style="list-style-type: none"> • CCSD • PBIS • Coach • Title I, III 		
<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"> • See Title I Plan 	<p>See Title I Plan</p>	<p>See Title I Plan</p>	<p>Title I</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Offer Middle School 101 Parent Session (8/27/16) • Teach Adult English Language Class for Parents (Aug-Dec.) • Support ESOL Families with Parent Liaison (9/7 & ongoing) • ESOL Extended Learning Time for Special Education Dual Served Students (ongoing) • Communication is ongoing in both languages to increase parental participation. 	<p>Comparison of 2015-16 and 2016-17:</p> <ul style="list-style-type: none"> • Participation • Synergy Usage 	<ul style="list-style-type: none"> • Counselors • Thurman • Weston • Lockhart, Seabrooks, Gugleilmi, Lyles 	<ul style="list-style-type: none"> • Title I • Title I • Title III • CCSD 		

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

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	<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>	<ul style="list-style-type: none"> Consider interview teams including teachers when possible. 	<ul style="list-style-type: none"> TKES Ratings to Document Success and identify professional learning needs. 	<ul style="list-style-type: none"> Administration Teachers 	<p>Time</p>		
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> Conduct Classroom observations Conduct peer observations and record videos for self-reflection Support new teachers with modeling of instruction 	<ul style="list-style-type: none"> Observations (TKES) 	<ul style="list-style-type: none"> Academic Coaches, Administration New Teachers Academic Coaches 	<p>Title I CCSD</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>	<ul style="list-style-type: none"> Participate in local, state, and national professional learning opportunities Mentor teachers and administrators 	<ul style="list-style-type: none"> TKES LKES 	<ul style="list-style-type: none"> Teachers Administration 	<p>CCSD KSU</p>		
<ul style="list-style-type: none"> Other: (Specific to school, division, or area. Can be more than one.) 	<ul style="list-style-type: none"> Coordinate an “ED Camp” at Floyd and invite other teachers and schools 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> School Strategic Team 	<p>Local</p>		

Middle School Key Trends: Floyd

Trend	Floyd			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	77.4%	58.2%		85.8%	75.3%	
On-track for Graduation	79.3%	76.2%	66.0%	85.0%	86.8%	88.5%
Career Ready	98.5%	95.2%	99.1%	99.2%	99.6%	95.0%
Advanced Academics	33.2%	30.3%	31.3%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	65.6%	66.0%	63.3%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	29.4%	31.2%	30.8%	54.6%	55.5%	54.5%
CCRPI Score	66.6	67.4		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.