

## 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s) :</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions: (Due June 30, 2017)</b></p>	<p style="text-align: center;"><b>Focus Priority Status:</b> 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. <b>(S) (AdvED)</b></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. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>1. Utilize Universal Screener SMI (3 administrations) to achieve at least 100 point Lexile growth on each grade level from first administration to last administration of assessment.</li> <li>2. Operational Data Teams</li> <li>3. Utilize three common assessments per collaborative team to monitor student progress and adjust instruction</li> <li>4. Utilize Universal Screener Scholastic Reading Inventory (3 administrations) to increase the percent of proficient students from first administration to last administration of SRI by 15%.</li> </ol>	<ul style="list-style-type: none"> <li>-Universal Screener and First in Math Assessment data (formative)</li> <li>-Almost/Unit Assessment (Formative &amp; Summative)</li> <li>-Data Team Minutes</li> <li>-CTLS and Data team collection of data</li> </ul>	<p>Teachers , Coach &amp; Administrators</p>	<ul style="list-style-type: none"> <li>-Title I Funds</li> <li>-Literacy Coach</li> <li>-Read 180 Teacher</li> <li>-iReady Math Program</li> </ul>		

<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>	<ol style="list-style-type: none"> <li>1. Administer Mock Milestones to monitor student progress on standards and adjust instructional plans using iRespond system</li> <li>2. Create Almost There Common Assessment to assess student growth and alter instruction (same utilized within PLC)</li> <li>3. Include constructed Responses and One performance task per unit that engage all learners</li> </ol>	<ul style="list-style-type: none"> <li>-Mock Milestone assessment data (summative)</li> <li>-Almost there to unit test improvement in student performance(formative)</li> <li>-lesson plans (formative)</li> <li>-PLC collaboration and review of assessments which includes constructed response</li> </ul>	<p>Teachers , Coach &amp; Administrators</p>	<ul style="list-style-type: none"> <li>-Title I Funds</li> <li>-Academic Coach</li> </ul>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ol style="list-style-type: none"> <li>1. Differentiate PL based upon staff needs and TKES ratings summary</li> <li>2. Create common planning periods that allow for collaborative planning and FULL implementation of Data Team Meetings</li> </ol>	<ul style="list-style-type: none"> <li>-Staff Development Surveys every session (formative &amp; summative)</li> <li>-Data Team assessment collection sheet/CTLS(formati ve)</li> </ul>	<p>Teachers , Coach &amp; Administrators</p>	<ul style="list-style-type: none"> <li>-Academic Coach</li> <li>-Literacy Coach</li> <li>-Administrators</li> </ul>		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> <li>1. Implement school-wide Academic Habits course, which teaches literacy strategies that are to be applied in all content areas</li> <li>2. Offer Read 180 class that is fluid and is able to exit students who demonstrate proficiency</li> <li>3. Administer SRI 3 times each year and provide literacy strategies through Academic Habits course that focus on integrated literacy strategies to implement within all content areas</li> <li>4. Implement Summer Bridge Program and accelerated summer Academy for 7<sup>th</sup> &amp; 8<sup>th</sup> Graders with focus on reading comprehension, reading strategies and writing.</li> </ol>	<ul style="list-style-type: none"> <li>-Grade Profiles (Formative and Summative), -SRI Data (Formative and Summative)</li> <li>-Classroom observations</li> <li>-Lesson Plans noting literacy strategy used</li> <li>-SRI performance</li> <li>-Summer student performance (pre/post assessment)</li> </ul>	<p>Teachers , Coach &amp; Administrators</p>	<p>-Title I Funds -20 Day Funds</p>		
<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>	<ol style="list-style-type: none"> <li>1. Identify students considered bubble students, according to EOG scores. Monthly math intervention week with identified students.</li> <li>2. Assess student progress school-wide using Universal Screener and First in Math/SMI</li> <li>3. Implement Summer Bridge Program and accelerated summer program</li> <li>4. Offer Math Connections class</li> </ol>	<ul style="list-style-type: none"> <li>-EOG Score Reports</li> <li>-Grade Profiles (Formative and Summative)</li> <li>SMI Data</li> <li>-student attendance in summer programs</li> <li>-Student performance in summer programs (pre/post assessments)</li> <li>-SMI data</li> </ul>	<p>Math Teachers , Coach &amp; Administrators</p>	<p>Title I Funds 20 Funds</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Utilize Grade Recovery Program (ELA/math), Operation 21 (Science &amp; Social Studies), Data Teams, Summer Bridge Program and accelerated summer programs to decrease retentions.</p>	<p>-Grade Profiles (Formative and Summative)          -SRI Data (Formative and Summative)          -SMI Data (Summative and Formative)          -Student attendance in summer programs          -RTI Strategies</p>	<p>Teachers , Coach &amp; Administrators</p>	<p>Title I Funds          20 Day Funds</p>		
<p><b>8. Other:</b>          (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>1. Increase student performance in social studies and science at every grade level.          2. Implement Standards-Based Grading (voluntary SY 2016 for SS SY 2016 and mandatory for Science SY 2016)</p>	<p>-Grade Profiles(formative and summative)          -Teacher gradebooks          -EOG Data</p>	<p>Teachers , Coach &amp; Administrators</p>	<p>20 Day Funds</p>		

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

<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</b> (Due September 1, 2016)</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. (IE<sup>2</sup>)</p>	<p>1.Incorporate: Advanced literacy/STEM flexible grouping of students to extend those Proficient/Distinguished learners, Stem Camp, New Gator Camp, and Operation 21 2.Flex grouping by subject for extended learning opportunities</p>	<p>-Grade Profiles -Common Assessment Data (Formative and Summative)</p>	<p>Teachers, Coach &amp; Administrators</p>	<p>Title I Funds 20 Day Funds</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Provide Read 180, Grade Recovery and utilize SRI data for students.</li> <li>2. Remediate students in math via Math connection, Grade Recovery, Study Island, iReady Math and monthly intervention week.</li> <li>3. Utilize Safety Net Programs such as After school tutoring, Operation 21 (Science and SS interventions) and RTI</li> </ol>	<ol style="list-style-type: none"> <li>1.SRI Reports (Formative &amp; Summative) , Grade Profiles (summative and formative), Data team documents (formative)</li> <li>2.SMI Reports (Formative &amp; Summative) , Grade Profiles (summative and formative), Data team documents (formative)</li> <li>3. Tutors during the day, after school tutoring ad Saturday schooling.</li> </ol>	<p>Teachers, Coach &amp; Administrators</p>	<p>Title I Funds 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. <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>						

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (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</b> (Due September 1, 2016)</p>					
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p> <p>1. Increase parent information sessions and incorporate day events ex. Open house, Curriculum night, test awareness day, Milestone night, and monthly parent sessions 2. Communicate student progress with parents every 4 ½ weeks (comprehensive reports disseminated) 3. Evening parent nights to review progress reports and instructional resources 4. Create more parent volunteer opportunities 5. Review school budget allowances more than once a year with community</p>	<p><b>Measured by:</b></p> <p>-Stakeholders Surveys(summative)  -Attendance at events and frequency of events  -Meeting agendas</p>	<p><b>Owner(s):</b></p> <p>Teachers, Coach &amp; Administrators Parent Liaison</p>	<p><b>Resources Needed:</b></p> <p>-Title I funds  -Community donations  -Parent Involvement funds</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>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>See Title I Plan</p>					

**Other:**  
(Priorities specific to school, division, or area. Can be multiple.)

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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</b> (Due September 1, 2016)</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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>1. Increase school participation in hiring fairs and recruitment efforts 2. Conduct effective interviewing process that is collaborative (subject coordinator and admin)</p>	<p>-New teacher Needs Assessment -Achievement data -Classroom Management (discipline data) -Student Surveys</p>		<p>Strong Teacher Retention Program Teacher Mentors Local School Monies for supplies Title I and II Funds for PD</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. (AD)</p>	<p>1. Employ reflective practices inclusive of : Professional Development and Peer Observations/Modeling 2. Analyze Student Survey Data and School-wide Survey Data</p>	<p>PD surveys Monthly New teacher Meetings Teacher Collaboration Meetings</p>		<p>District/Local Academic Coaches PD Opportunities Additional release for PLC Collaborations (Time)</p>		

Fully implement and evaluate state system of teacher and leaders evaluation ( <b>TKES and LKES</b> ).	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance ( <b>IE<sup>2</sup></b> )	1. Assess all survey data to assess strengths/weaknesses (walks and platform data) 2. TKES standards and teacher ratings	-Differentiated Staff Development  -PD related survey questions and measuring growth  -Teacher performance on TKES evaluation	Academic coaches Administrators Building Leaders for informal walks			
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Middle School Key Trends: Garrett

Trend	Garrett			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	74.1%	57.3%		85.8%	75.3%	
On-track for Graduation	37.6%	54.3%	75.7%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	47.5%	41.4%	31.2%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	50.6%	62.0%	52.7%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	28.9%	34.1%	25.2%	54.6%	55.5%	54.5%
CCRPI Score	65.1	64.2		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.