

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></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><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>	<p>Organize teachers into content data teams who will develop balanced common assessments to be used to collect data for the adjustment of instruction. Teachers will monitor standard mastery producing a class average of 80% mastery on summative assessments.</p>	<p>Data Team minutes, common assessments Teacher Summative class averages</p>	<p>Academic Coaches/ Admin/teachers</p>			
<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>Continuing to implement FFAS in all subject areas during the Fall Semester with 60% of teachers using at least once per quarter starting in January.</p>	<p>60% of teachers delivering FFAS at least once per quarter starting in January</p>	<p>Admin/Coaches/ TTIS</p>	<p>TTIS support as needed</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Differentiate professional learning based on needs assessment of faculty, producing a planned monthly training with classroom follow up for monitoring, modeling, and feedback for 100% of our academic core teachers.</p> <p>Structure professional learning times during planning once per month to maximize instructional time.</p>	<p>Teacher Survey and walk through data from coaches showing % of teachers being monitored.</p> <p>Teacher sign-in sheets for PL's throughout the year</p>	<p>Coaches and Admin to support monitoring and feedback</p> <p>Coaches and Admin to support monitoring and feedback.</p>			
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Using RI scores to target students for extended instruction in mornings and Saturday Schools to increase percentage of students reading on grade level by 10%</p>	<p>Pre and post test scores on RI</p>	<p>ADMIN/Coaches</p>	<p>\$2,500 for tutoring salaries</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>Using MI testing data, we will invite identified students to "acceleration" meetings in the mornings and on Saturdays to decrease the number of students in the below basic by 10%</p>	<p>MI testing results at beginning, Middle and End of year aligned with the identified students who will be invited to sessions.</p>	<p>Math Coach and Math Teachers</p>	<p>\$2,500 for tutoring salaries</p>		

<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Revamp RTI process to include providing a variety of instructional strategies for all teachers to implement at each level of the RTI process (pre-planning training)</p> <p>Continue the mid-year at-risk of retention letter showing a decrease in number at end of year.</p> <p>Increase number of students academically completing each grade level by 10%, (For beginning benchmark, use number of placed and retained students for all grade levels.)</p>	<p>RTI Data along with training materials and signing sheets from trainings.</p> <p>Number of letters sent out compared to the number of retentions at end of year.</p> <p>End of quarter grades; pod meetings in each grade level discussing students' progress end of year placement, promotion, and retention lists.</p>	<p>Admin/ counselors</p> <p>Admin and Counselors</p> <p>Teachers, Grade Level Admin, Counselors</p>			
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<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Implement weekly DRAW lessons to include constructed responses in each of the 4 content disciplines to increase reading and writing scores by 10%.</p>	<p>Unit plans, lesson plans, walk throughs, SRI scores Pre and post writing scores using Essay Score. Starting during the second Quarter.</p>	<p>Coaches/Admin</p>	<p>PL training for new teachers and subscription to Essay Score.</p>			
	<p>Starting in 2nd 9 weeks, increase rigor commensurate to testing data by requiring each content and connections teacher to give one essay summative per nine weeks with two page minimum and a focus on informational or argumentative writing.</p>	<p>Lesson Plans, Data Team minutes</p>	<p>Academic Coaches and teachers</p>				
	<p>Provide at least 5 accelerated Saturday Schools for advanced students in order to increase their performance on Iowa and Milestone exams.</p>	<p>Scholar sign in sheets for Saturday School along with Iowa and Milestone scores.</p>	<p>Admin</p>	<p>\$2,000 for Salaries and supplies for Saturday School</p>			

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					
<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: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Supply each teacher with 5-7 iPads in each classroom to create technical classrooms and to support the STEM initiative.</p> <p>Expand the Learning Commons to include a Maker's Space.</p> <p>Pilot innovative model in 3 classrooms for ELL students, combining them with regular ed students in order to increase student achievement in ELL population by 10%</p>	<p>Applications and surveys given to students and teachers</p> <p>Sign up logs showing use by teachers and students</p> <p>Control group and test group common assessments</p>	<p>Technology Committee</p> <p>Media Specialist and Admin</p> <p>ESOL teachers, with guidance and monitoring from Admin and coaches</p>	<p>\$5,000 for furniture and equipment</p> <p>Scheduled classes; ESOL resources for teachers; ESOL-specific training for teachers</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> <p>1. not reading on grade level (Lexile)</p> <p>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</p> <p>3. not on-track for graduation (S)</p>	<p>1. We will use Read180 to provide targeted support for our lowest reading students each quarter showing a lexile gain in 60% of our students.</p> <p>2. We will offer after school, before school as well as Saturday acceleration times. 60% of students attending will show a gain in their RI scores.</p> <p>3. Identify students who based on Milestone Data are behind grade level in reading and math. Once Identified, these students will be provided with mentors who will monitor their progress. These students and parents will be encouraged to attend various tutoring sessions either before, after or on Saturdays helping 40% of these students move up a grade level by the end of the year.</p>	<p>Pre and post test results</p> <p>Attendance logs for acceleration times along with RI pre and post scores</p> <p>Milestone scores, Attendance logs to tutoring sessions, pre and post test scores</p>	<p>Read180 teacher and Admin</p> <p>Acceleration teachers, coaches and admin</p> <p>Coaches, Admin and Acceleration teachers.</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>Obtain STEM Certification by May 2017.</p> <p>Increase by 20% the number of students participating in the science fair over last year's total.</p>	<p>Science, Math, Technology, and Arts grades and participation</p> <p>Number of students participating in the science fair this year compared to last year</p>	<p>Coaches and STEM Committee</p> <p>Coaches, STEM Committee, and teachers</p>			
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Conduct Stakeholder planning meetings to gain input from parents, students, faculty, staff and community members and increase the number of participants by 20% from last year's total of 43.</p>	<p>Survey results and sign in sheets</p>	<p>Principal and Admin team</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Title I school – See Parent involvement 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.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Actively seek teachers for vacant positions who are qualified and want to work in a title 1 school.	Teachers hired and retained	Principal and CCSD HR department			
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)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Create a staff development program that is specific to Griffin and ensures that teachers are effectively trained on an ongoing, monthly basis.	Surveys and historical and current walk-through classroom data as well as sign in sheets from trainings	Academic coaches and admin			
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Academic coaches will spend 70% of their time in classrooms from August 1 through December focusing on teacher weaknesses that show up during walk-throughs and formatives, using data to drive instruction, differentiating based on formative data collection, and providing an academically challenging environment</p>	<p>TKES data and Coaches time logs</p>	<p>Academic Coaches and Admin</p>			
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Middle School Key Trends: Griffin

Trend	Griffin			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	72.7%	60.4%		85.8%	75.3%	
On-track for Graduation	73.1%	72.7%	90.6%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	34.2%	34.5%	36.9%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	62.8%	65.1%	64.3%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	28.8%	37.7%	35.5%	54.6%	55.5%	54.5%
CCRPI Score	79.4	74.4		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.