

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</u> <u>Status:</u> 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>Establish overarching school wide goals based on overall achievement data on the EOG and 7th grade IOWA The specific goals are addressed under #5 and #6.</p>	<p>Collaborative planning log entries that address academic needs as evidenced through common formative data Comparative data on the EOG and IOWA</p>	<p>All faculty</p>	<p>None</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>Revise common formatives and summative in collaborative teams Adjust instruction based on common formative data</p>	<p>Common formatives and summative Planning logs</p>	<p>Professional Learning Communities</p>	<p>None</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Align professional development to include both vertical and horizontal learning for subject 6-8 alignment Identify teacher critical professional learning needs through walk through and observations</p>	<p>Faculty participation in professional learning Faculty walk throughs/observations that show evidence of application of appropriate strategies based upon <i>Classroom Instruction that Works – 2nd edition</i> that specifically address classroom engagement and rigor.</p>	<p>Professional learning directed by principal AP in charge of SFSD</p>	<p>SFSD funding</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015-2016 Reading Scores)</p>	<p>Implement direct vocabulary instruction at each grade level</p>	<p>Summative – final Pre and mid are formative with no grade assigned Increase in Lexile scores as measured by the RI</p>	<p>Rdg/LA teachers and all content areas for specific content vocabulary</p>	<p>Student purchased additional resources – Sadlier/Oxford</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>Continue focused math fluency at all grade levels</p>	<p>Pre, mid and post data on CAPS Move students into higher bands as measured by the EOG Increase in the MI scores</p>	<p>Math teachers</p>	<p>none</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1.Provide support classes during connections for reading/la and math 2.Provide support classes (study skills) during connections</p>	<p>Increase in overall promotion rate</p>	<p>Academic teachers</p>	<p>1.20 day funding to pay teachers to work during planning 2.Extended day funding</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Seek STEM certification by coordinating school activities to the AdvancED rubric Support grade level STEM committee as appropriate</p>	<p>Formative feedback from visiting AdvancED committee</p>	<p>All teachers</p>	<p>1.PLTW \$20,000 grant 2.Local Foundation support 3.SFSD funding for teacher development</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (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><u>Focus Priority Status:</u> 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>Support 8th graders who do not qualify for foreign language with an innovative reading program.</p>	<p>EOG scores in LA/RDG</p>	<p>Origins of language teacher</p>	<p>none</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 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)</p>	<p>1. Provide direct reading instruction through sped interventions, RTI strategies, direct support through connections classes 2. Provide direct math instruction through sped interventions, RTI strategies, direct support through connections classes 3. Implement RTI interventions as necessary, study skill support through counseling department</p>	<p>1.EOG score 2.EOG score 3.Promotion rates</p>	<p>All teachers</p>	<p>20 day funding for 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>1. Provide MS Spanish I course to identified students in 7th grade. 2. Identify students who are proficient in Spanish I in 8th grade and provide Spanish II through GAVS.</p>	<p>1.Pre post test scores 2.Final grade in Spanish II</p>	<p>1.Spanish I teacher in 7th grade 2.GAVS facilitator</p>	<p>None</p>			
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)1.</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>	<p>Recruit parent representatives on Building Leadership Team, School Council, Technology Action Team, Counselor Advisory Team, and Student input with Interclub Council</p>	<p>Attendance at meetings</p>	<p>Parent representatives</p>	<p>none</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Implement yoga and deep breathing exercises to reduce anxiety and to improve academic success through a Husky News Network weekly emphasis.</p>	<p>Pre and post survey</p>	<p>PE teachers counselors</p>	<p>Yoga for classroom cards already purchased</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Evaluate applicants for posted positions</p>	<p>Hiring of HiQ teachers who exhibit strong content knowledge</p>	<p>Principal</p>	<p>TalentEd</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>Embed Professional Learning in the school day concerning learning engagement strategies with book study</p>	<p>Successful completion of professional learning</p>	<p>AP in charge of SFSD</p>	<p>SFSD funding</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>Place teachers as needed on Professional Learning Plans</p>	<p>Progress on PLP</p>	<p>Principal</p>	<p>none</p>			
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>							

Middle School Key Trends: Hightower Trail

Trend	Hightower Trail			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	96.9%	92.4%		85.8%	75.3%	
On-track for Graduation	93.4%	94.1%	92.3%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	68.9%	63.8%	74.7%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	74.5%	77.4%	74.7%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	81.0%	80.2%	79.1%	54.6%	55.5%	54.5%
CCRPI Score	90.2	96.5		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.