

## 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:</b> (Due June 30, 2017)</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>	<p>Provide professional learning on close reading strategies across all contents, Project Based Learning, data analysis, and CTLS</p> <p>Create common assessments to monitor student progress</p>	<p>Implementation of strategies and utilization of common assessment data to develop students' proficiencies in the content</p> <p>Creation of common assessments</p> <p>Lesson Plans reflecting use of strategies and common assessments</p> <p>Administrators completion of walks and observations and provide specific feedback</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Professional learning on Data Analysis, RTI, CTLS, Close Reading Strategies</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>Use flexible formative assessments to monitor student progress</p>	<p>Touchstone Data Differentiated Lesson Plans Academic Intervention Plans</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Training on CTLS and Use of Flexible Formative Assessment for all new Teachers</p> <p>Creation of academic interventions to target specific student deficits</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide all teachers with on-going Professional Learning (PL) emphasizing research-based instructional strategies in the areas of Close Reading Strategies, Project Based Learning (PBL), and technology integration to implement a rigorous curriculum</p> <p>Create opportunities for teachers to observe colleagues</p>	<p>Implementation and use of strategies in the area of close reading, PBL, and technology.</p> <p>Differentiated lesson plans to meet the needs of all students</p> <p>Completion of Peer Observations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>On-going Professional Learning</p>		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Identify students at the basic or below basic levels from 2016 administration of RI and provide structured academic interventions to address deficits</p> <p>Focus on reading, writing, vocabulary development, speaking/presenting, research/inquiry, critical thinking and project based learning as central aspects to all content area instruction</p>	<p>RI Data Academic Interventions</p> <p>Differentiated Lessons</p>	<p>Teachers Academic Coaches Administrators</p>	<p>RI Data</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>	<p>Use a comprehensive balanced assessment approach in math to monitor students' mastery of the content</p>	<p>Type of Assessments used</p> <p>On-going formative and summative assessments to include but limited to pre-and-post assessments</p> <p>Touchstone Data</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Assessment Training to monitor progress student</p> <p>MI Training on the use of quartiles</p> <p>MI Data</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Implementation of on-going specific academic interventions to address student deficits such as individual tutoring, Enrichment Wednesdays Support, before and after school tutoring.</p>	<p>Number of Failures Total number of students promoted</p>	<p>Teachers Academic Coaches Administrators</p>	<p>N/A</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Monitor <i>implementation of PBIS</i></p>	<p>Decrease in Discipline Referrals Improvement in Quarterly Grades Increase in student Attendance</p>	<p>Teachers Academic Coaches Administrators</p>	<p>PBIS training for all new staff</p>	<p>PBIS Professional Learning</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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. (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>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (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>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. Structured reading assistance before, during, and after school  2. Structured math assistance before, during, and after school  3. N/A</p>	<p>RI &amp; MI Data</p>	<p>Teachers Academic Coaches Administrators</p>	<p>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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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><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>					
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<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Establish PTA Board and Local School Council to support school academic and operational procedures</p>	<p>Establishment of PTA and Local School Council</p>	<p>Principal</p>	<p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p><b>See Title I 2016-2017 Parent Involvement Plan</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		
<p><b>Other:</b> (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.***

<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>					
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Formulate an extensive interview process with multiple personnel using consistent verbal and performance tasks</p> <p>Provide yearlong support for all teachers to ensure their success</p>	<p>TKES Report</p> <p>Retention of Teachers</p>	<p>Principal Administrators</p> <p>Academic Coaches</p> <p>Subject Coordinators</p>	<p>N/A</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>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 (IE<sup>2</sup>)</p>						

**Other:**  
(Specific to school, division, or area.  
Can be more than one.)

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Revised 9/1/2016

## Middle School Key Trends: Lindley 6

Trend	Lindley 6			Cobb		
	2014	2015	2016	2014	2015	2016
Advanced Academics	36.0%	31.1%	28.8%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	66.3%	74.1%	67.5%	66.7%	70.1%	67.5%
CCRPI Score	66.5	78.2		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.