

2016-17 Cobb County School District Strategic Plan

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	1. Analyze assessments in content areas, connection classes, and data summits monitored through use of CTLS and other technology resources. 2. Provide professional development on the data team process and analyzation of student data for identified teachers. 3. Provide professional development on the implementation of Professional learning communities (PLCS)	Formative Assessments Summative assessments	Teachers Academic Coaches Administrators Support Personnel	Common Planning Periods CCSD Instructional Technology Specialist		

<p>3. <i>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"> 1. Use CTLS to create common assessments for all content areas. 2. Evaluate data from each formative and summative assessment in order to adjust instructional practices. 3. Monitor the use and collaboration of weekly content and data team meetings. 	<p>Content and Data meeting minutes</p>	<p>Administrators Teachers Academic Coaches</p>	<p>Common planning for content teams Data summits CCSD Instructional Technology Specialist</p>		
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ol style="list-style-type: none"> 1. Differentiate professional development sessions based on individual teachers' needs. 2. Provide on-going professional development on Positive Behavior Intervention and Supports (PBIS) 3. Provide professional development on Student Growth Measurement and Student Learning Objectives and other assessments. 4. Provide professional development on Special Education and Discipline Classroom Management 5. Provide professional development on Co-teaching models 6. Provide professional development on Scholastic Reading and Math Inventories (SRI and SMI) 7. Provide training and support for new teachers- Mentor Matters- New Teacher Support 	<p>Teacher Keys Effectiveness System</p>	<p>Administrators Academic Coaches Teachers</p>	<p>CCSD County Personnel</p>		

<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2015 Reading Scores)</i></p>	<p>1. Analyze data from Scholastic Reading Inventory (SRI) and adjust instruction based on students' Lexile levels.</p> <p>2. Differentiate students learning experiences based on data from balanced assessments.</p> <p>3. Provide ELA/Reading support class- (READ 180)</p> <p>4 Provide sheltered ESOL ELA connection class.</p> <p>5. Implement R.A.C.E. school-wide literacy strategy for usage in all content areas.</p> <p>6. Create (RACE) literacy anchor charts for all classes.</p>	<p>SRI</p>	<p>Administrators</p> <p>Academic Coaches</p> <p>Teachers</p>	<p>District</p> <p>Adopted Resources</p>		
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<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>1 Provide sheltered ESOL math connection class.</p> <p>2. Provide Two Math support connection classes.</p> <p>3. Provide tutoring and Saturday School support for all students based on their performance on formative and summative assessments.</p>	<p>Conduct Scholastic Math Inventory Assessment (fall and spring)</p> <p>Content Common Assessments Results</p> <p>Flexible Formative Assessment System</p> <p>District Touchstone Assessments Results</p> <p>Student Grades ACCESS Assessments Results</p>	<p>Administrators</p> <p>Academic Coaches</p> <p>Math Teachers</p>			
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>1. Increase instruction through daily EOG study skill classes.</p> <p>2. Utilize RTI process and monitor students' academic performance.</p> <p>3. Implement student-led conference model to promote student advocacy.</p>	<p>RTI Data</p> <p>Student Grades</p>	<p>Administrators</p> <p>Counselors</p> <p>Teachers</p>			

8. Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 2: Differentiate resources for students based on needs.

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	1. Use Technology to differentiate, Extend, reinforce content and allow student exploration. 2. Integrate Visual and Performing Arts standards in instructional content planning. 3. Use Project Based Learning in content areas to develop rigorous, engaging student-centered assignments.	Content Meeting Minutes Lesson plans Walkthroughs and Formative Evaluations Content Common Assessments Results	Administrators Academic Coaches Team Teachers	iPads iMac Computers iPad Charging Carts Technology software		
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Provide Remedial Math and ELA Connection Classes. 2. Utilize the RTI interventions and strategies. 3. Provide supplemental technology resources for tutorial and remedial support. 4. Review students' academic progress during Conference Week; review special education students' progress and review 4.5 week student progress reports. 	<p>Scholastic Reading Inventory Results</p> <p>Scholastic Math Inventory Results</p> <p>Data from CTLS Content Meeting Minutes</p> <p>Lesson plans Walkthroughs and Formative Evaluations</p> <p>Content Common Assessments Results</p> <p>Special Education Progress Reports</p> <p>ACCESS Assessment Results</p>	<p>Administrators</p> <p>Counselors</p> <p>Teachers</p>	<p>Technology Resources</p> <p>Laptops</p> <p>iPads</p> <p>READ 180</p> <p>Online Programs</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 style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>1. Implement Technology and Art Integration and Project Based Learning Initiatives.</p> <p>2. Provide Project Based Learning Professional Development.</p> <p>3. Implement school-wide literacy (R.A.C.E.) strategy.</p>	<p>Content Minutes</p> <p>Lesson plans</p> <p>Walkthroughs and Formative Evaluations</p> <p>Content Common Assessments Results</p>	<p>Administrators</p> <p>Academic Coaches</p> <p>Piloting Teams</p>	<p>Support from district Leadership</p> <p>Professional Development</p>		
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (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>Seek and evaluate stakeholder input for critical processes. (AdvED)</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>1. Analyze data results from Parent Surveys.</p> <p>2. Based on 2015-2016 climate survey results, Lindley staff will implement PBIS framework to increase teacher student engagement and decrease student discipline referrals.</p>	<p>2015 SACS/ Advanced-ED Survey Results</p>	<p>Administrators Teachers Academic Coaches School Counselors Parent Liaison</p>	<p>Survey results</p>		

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>1 Conduct meetings with PTSA and School Council members.</p> <p>2. Utilize Parent Facilitator to serve as a liaison between parents, community members and business partners to support the needs of all students.</p> <p>3. Provide parenting and educational classes.</p> <p>4. Create a parent resource room to assist parents with technology and academic needs.</p>	<p>Comments and Reviews from Members</p>	<p>Administrators</p> <p>Parent Facilitator</p> <p>Teachers</p>	<p>Computer lab</p> <p>Parent resource room</p> <p>Training materials and supplies</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.**

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p align="center">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>		

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<p>1. Utilize a Multi-level Interview Process: Interview- Applicants interviewed by teacher leaders and Academic Coaches Interview.</p> <p>2. Administrators will require applicants to demonstrate teaching practices through a mini lesson.</p>	TKES based rubric	Administrators Academic Coaches Teacher Leaders	Talent Ed Data Base		
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)	<p>1 Provide Professional Development that addresses teachers' needs and school initiatives.</p> <p>2. Provide Peer Mentors for new teachers.</p> <p>3. Use Data Team Process (PLC) for instructional planning.</p> <p>4 Provide Common Content Planning time.</p>	Teacher Performance Results from TKES CCSD and GaDOE Assessment Results Lesson Plans	Administrators Academic Coaches Teacher Leaders	District Support through Expert Leaders		
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>1. Identify teachers' strengths and areas for improvement based on TKES performance standards.</p> <p>2. Identify teacher leaders based on teacher ratings from TKES evaluations.</p>	<p>TKES Data</p>	<p>Administrators</p>	<p>Teacher Rating Results from TKES District Support</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Middle School Key Trends: Lindley MS

Trend	Lindley MS			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	74.3%	51.5%		85.8%	75.3%	
On-track for Graduation	88.9%	73.9%	76.4%	85.0%	86.8%	88.5%
Career Ready	90.7%	99.3%	98.0%	99.2%	99.6%	95.0%
Advanced Academics	41.0%	31.0%	32.9%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	63.3%	61.1%	62.9%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	26.9%	22.7%	27.2%	54.6%	55.5%	54.5%
CCRPI Score	68.6	60.8		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.