

2016 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)					
<u>Focus Priorities:</u> (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)	<u>Focus Priority Status:</u> 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)	<ol style="list-style-type: none"> 1. Establish PLC protocols to work collaboratively to write unit plans that include common assessments, and standards-based learning tasks that are designed to meet the needs of all learners 2. Implement weekly PLC data meetings to adjust instruction, remediate/re-teach and collaboratively score ELA writing tasks. 3. Collaboration will occur among special education teachers on instructional practices and data progress monitoring to ensure specialized data driven instruction. 	<ol style="list-style-type: none"> 1. Ongoing review of unit plans 2. Classroom walks-TKES 3. Ongoing admin. monitoring of collaborative PLCs 4. Common Assessment Data Reflection Charts 	Administration & Teachers	2 Subject Collaboration Day – (Cell Tower Funds & Professional Learning Funds)		

<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>	<ol style="list-style-type: none"> Continue to implement balanced assessments and data reflection process (described above) Refine use of CTLS assessment tool that includes creation of common assessments and data review 	<p>Same as above Formative & Summative Data per unit</p>	<p>Administration & Teachers</p>	<p>Training for ELA/Reading teachers on quality rubric development and feedback</p> <p>CTLS Staff Training</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>In order to continue to implement and refine instructional strategies to improved achievement, professional learning will:</p> <ul style="list-style-type: none"> Utilize best instructional practices- Differentiation, Technology application in classroom, Enhance Rigor/DOK, writing and assessing constructed response, & rubric development Provide 2 structured collaboration days w/subject specific DI training for academic teachers and Sped Teachers in content PLCs to refine unit plans and design common assessments using CTLS Provide training for Sped. Teachers to gain skills in specialized instruction and reflection on student data 	<p>Class observation via TKES</p> <p>Unit plan review</p>	<p>Administration & Teachers</p>	<p>2 Subject Collaboration Days (Cell Tower Funds & Professional Learning Funds)</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> 1. Provide reading to all students in 6th, 7th & 8th grade with appropriate course placement (AC or on-level) 2. Provide Read 180 instruction at 6th & 7th grade for students reading two grade levels below expectations 3. Provide a reading and writing lab to all students 	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Informal reading Inventory (QRI 5)</p>	<p>Reading teachers and Diane Hanse</p> <p>Read 180 Teachers</p>	<p>SRI assessment tool</p> <p>Headphones w/mic (7)</p> <p>N/A</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>	<ol style="list-style-type: none"> 1. Implement Math Connections in 8th grade for students struggling at the end of 7th grade 2. Provide weekly Math Lab for re-teaching 3. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors) 	<p>Math Connections-grade profile</p> <p>GA Milestone Scores</p> <p>Percent of students passing grade level math course</p>	<p>Teacher</p> <p>Counselor</p>	<p>20 Day Funds</p>		
<p>7. Increase number of students academically completing every grade. (S)</p>	<ol style="list-style-type: none"> 1. Utilize the monthly RTI process to support struggling students 2. Utilize the Retention process to monitor and support struggling students by involving all stakeholders 	<p>Number of students passing 5 of 7 courses at the end of each semester</p>	<p>Administration Teachers Counselors</p>	<p>20 Day Funds</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ol style="list-style-type: none"> 1. Provide student incentives for historically truant students 2. Communicate with all stakeholders the negative impact of absences at Open House and through parent email 3. Continue to implement the Truancy Intervention Panel Meetings 4. Continue to implement the state guidelines for attendance monitoring at 3, 5 & 7 absences 	<p>Attendance Record reviewed monthly</p> <p>Average daily attendance on dashboard</p> <p>TIP reports</p>	<p>Clerk, Admin. & counselors</p> <p>Administration</p> <p>Clerk, Admin. social worker & counselors</p> <p>Teachers, Clerk & Admin.</p>	<p>Funding for incentives</p> <p>N/A</p> <p>N/A</p> <p>N/A</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>	<ol style="list-style-type: none"> 1. Implement the Coaching Model for special education students in the 8th grade 2. Transition to the Learning Commons Media Model 3. Refine implementation of a student mentor for at-risk students to assist/connect with MOID students (Kids In Contact w/Kids - KICKS program) 	<p>Data collection and 6 week progress reports</p> <p>Increased patronage of the media center</p> <p>Increased student attendance for at-risk population and improved grades at 6 week progress reports</p>	<p>Sped teachers & Sped Admin.</p> <p>Media Specialist</p> <p>Counselor</p>	<p>N/A</p> <p>Additional Technology for Learning Stations</p> <p>N/A</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> <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 Read 180 instruction at 6th, 7th, & 8th grade for students reading two grade levels below expectations 2. Implement Math Connections in 8th grade for students struggling at the end of 7th grade 3. Provide weekly Math Lab for re-teaching 4. Offer math tutoring to struggling students through Socrates Club (Partner in Ed. Tutors) 5. Utilize the RTI process to support struggling students 6. Utilize the Retention process to monitor and support struggling students 	<p>Universal Screener SRI reading data taken 3 times per year for all students</p> <p>Math Connections-grade profile</p> <p>GA Milestone Scores Percent of students passing grade level math course</p> <p>Number of students passing 5 of 7 courses at the end of each semester</p>	<p>Read 180 Teachers</p> <p>Teacher</p> <p>Teacher</p> <p>Counselor</p> <p>Teacher, Counselors and Admin.</p>	<p>N/A</p> <p>N/A</p> <p>20 Day Funds</p> <p>N/A</p> <p>N/A</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>						

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 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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Involve stakeholders through:</p> <ul style="list-style-type: none"> • Participation in PTSA Exec. Board/Committee Chair Meetings • Monthly Coffee Talks w/Principal • Monthly Hot Topics Parent Meetings sponsored by Counselors • Consistently promoting volunteerism • School Council • LMMS Foundation • Cobb Chamber- Principal for the Day • Career Day 	<p>Participation Data for PTSA and Meetings</p> <p>Survey Data</p> <p>Foundation Participation Funding</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Counselors</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Teachers</p>	<p>N/A</p> <p>PTSA Support</p> <p>PTSA/Community speakers</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>PTSA/Community Speakers</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> • Socrates Club (Partner in Ed. Tutors) • Coffee Talk • Counselor Text Alerts • International Night • End of Year Celebration Carnival • End of Year Honors Program • Volunteer and chaperone class activities and field trips • Student performances to highlight student growth in music program 	<p>Participation Data</p> <p>Survey Data</p>	<p>Counselors</p> <p>Principal</p> <p>Counselor</p> <p>Teachers</p> <p>Student</p> <p>Council/Teacher sponsor</p> <p>Teachers</p> <p>Teachers</p>	<p>Community Volunteers</p> <p>PTSA Support</p> <p>N/A</p> <p>N/A</p> <p>Fundraiser \$</p> <p>N/A</p> <p>N/A</p>		

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> Refine the Character Ed. Program during the 3rd year of implementation to increase an awareness of Bullying Behavior. Honor Role Recognition Student of the Day 	Survey Data	AP , Character Ed. Team, & Grade Level Teams	Restorative Practices Training (sub funding) Guest Speaker Funding Student Recognition Funding		
---	--	-------------	--	--	--	--

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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<ol style="list-style-type: none"> Ensure that all staff hired are HQ and references indicate that they are top performers. Promote the goal for majority of teachers to hold the gifted endorsement Align Teacher certification w/course taught to FTE 	<p>TKES Data Percent of staff with gifted certification FTE/HiQ list</p>	<p>Principal and Admin. ALP Coordinator Principal and Admin.</p>	<p>N/A N/A 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. (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>Develop a professional learning plan that addresses differentiated options for teachers that include:</p> <ul style="list-style-type: none"> Utilize best instructional practices to teach standards-Differentiation, Technology application in classroom, Enhance Rigor/DOK, writing and assessing constructed response, & rubric development Provide 2 structured collaboration days w/subject specific DI training for academic teachers and Sped Teachers in content PLCs to refine unit plans and design common formative and summative assessments using CTLS data tools. Provide training for Sped. Teachers to gain skills in specialized instruction and reflection on student data 	<p>Participation Data for PL meetings</p> <p>TKES Rating data on standards for planning, instruction and assessment</p>	<p>A.P. & Principal</p> <p>Evaluating administrators</p>	<p>Professional Learning Funds for trainers</p> <p>2 Subject Collaboration Days (Cell Tower Funds & Professional Learning Funds)</p> <p>N/A</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>	<ul style="list-style-type: none"> Implement the TKES/LKES process with fidelity for all teachers Maintain the provided timeline Utilize remediation plans as needed for teachers targeting specific standards of need. 	<p>TLES checkpoint monitoring reports in Dynamic Dashboard</p> <p>Individual teacher mastery of standard</p>	<p>Administration</p> <p>Evaluating administrators</p> <p>Principal</p>	<p>N/A</p> <p>N/A</p> <p>District Support staff</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Middle School Key Trends: Lost Mountain

Trend	Lost Mountain			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	96.0%	88.3%		85.8%	75.3%	
On-track for Graduation	94.0%	96.1%	96.0%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	47.3%	50.4%	54.4%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	64.3%	71.6%	71.5%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	71.2%	74.8%	68.0%	54.6%	55.5%	54.5%
CCRPI Score	92.6	87.2		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.