

School: LOVINGGOOD MIDDLE

2016-17 Cobb County School District Strategic Plan – Initial 8/29

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)	Teachers will COLLABORATE weekly with intentional data discussions using a common framework. They will GATHER/ANALYZE data from common assessments and use to ADJUST instruction. Language Arts teachers will USE a common rubric for scoring constructed response writing to bring uniformity to scoring process.	Common Assessment data	Teachers and Administrators	N/A		IP
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)	Teachers will USE student performance results of common assessments to DIFFERENTIATE and specially DESIGN instruction to ultimately INCREASE student achievement.	Common Assessment data	Teachers and Administrators			IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>PROVIDE grade level/content trainings:</p> <ul style="list-style-type: none"> • CCSD Technology updates 8/22 • STEAM initiative – 8/22 • Social/Emotional Engagement – 9/12 • Common Strategies/Assessments • Data Analysis/Differentiation • Release days for specific trainings per content LArts Teachers – Constructed response with CTLS – 10/3 	<p>Observations – TKES Platform lesson plans.</p>	<p>Teachers, administrators and county personnel.</p>	<p>County personnel, TTIS, subject area supervisors and teachers.</p>		<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Teachers will USE lexile scores to align with correct levels of texts in core content areas to help differentiate instruction.</p> <p>INCREASE lexile provided by RI student performance results for low level readers (this includes SWD and EL populations) The specially designed instructions include Read 180, and Systems 44</p> <p>INCREASE EL student achievement by moving students’ levels one bandwidth. Teacher will PROVIDE targeted direct intensive instruction in the English language while focusing vocabulary in all content areas. The specially designed instructions include Power Vocabulary and E-book explore</p>	<p>RI results data from 3 administrations (Aug., Jan. and Apr.)</p> <p>RI results</p> <p>ACCESS DATA</p>	<p>Teachers; Subject area coordinators, Media Specialist and administrators</p> <p>Teachers and Administrators</p> <p>ESOL Teacher</p>	<p>RI/MI program components; Destiny database</p> <p>Assessment-Reading Inventory</p> <p>Program-System 44 READ 180</p> <p>Computers and software</p>		<p>IP</p> <p>IP</p> <p>IP</p>

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Math and Math connections teacher(s) will <u>USE</u> student performance results of common assessments to <u>DIFFERENTIATE</u> and specially <u>DESIGN</u> instruction to ultimately <u>INCREASE</u> student achievement	MI Results data from 3 administrations	Math Teachers	Hands-on activities and performance tasks.		IP
7. Increase number of students academically completing every grade.(S)	<u>PROVIDE</u> course support, specially designed instruction, and tutoring opportunities <u>IMPLEMENT</u> RTI strategies	Quarterly failure report RTI data in portal	Teachers and Administrators Teachers and Administrators	PLCs		IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	<u>BEGIN IMPLEMENTATION</u> of <u>STEAM PROGRAM</u> initiative through science classes. Targeted (2) science teachers will gather baseline and plan to implement one project per quarter with their classes	Quarterly student projects with evidence of STEAM components	Science Teachers	Computers		IP

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

District Focus Priorities 2016-2019	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)	<u>TRANSITION</u> the Media Center to a CLC Collaborative learning Center one phase at a time	Physical space changes and teacher/student /parent feedback	Media Specialist and parapro; all stakeholders	Funds/ Furniture and more technology		IP	
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		

Seek and evaluate stakeholder input for critical processes. (AdvED)	<u>SURVEY</u> parent, student and staff to garner stakeholder input via: <ul style="list-style-type: none"> • FACE TIME • School council • Student council • PTSA • Counselor Advisory board • Partners in Education • Community Collaboration Event • School Foundation 	Survey results and feedback	District reports and Administration	Community participation		IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<u>OFFER</u> parent sessions based on stakeholder feedback at varied times to accommodate parents	Participation and attendance	Stakeholders	Community participation		IP
Other: (Priorities specific to school, division, or area. Can be multiple.)						

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p>Focus Priorities: (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: (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>	<p>CONDUCT interviews with a panel and use of a rubric REQUIRE written component for interviews</p> <p>DEVELOP and RETAIN teachers with multiple skill sets, such as gifted and ESOL endorsements, special education qualifications, and 21st century teacher traits.</p>	<p>Interview questions that address long term goals</p> <p>Increase the number of staff members participating in optional professional development opportunities.</p> <p>Increase from 10% to 20 %.</p>	<p>Administration</p> <p>Certified Staff & Administration</p>	<p>Talent Ed/HR</p> <p>County support to facilitate training classes (Wi-Fi Wednesdays)</p>		<p>IP</p> <p>IP</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>	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	PROVIDE all grade level/content trainings: <ul style="list-style-type: none"> • CCSD Technology updates – 8/22 • STEAM initiative – 8/22 • Social/Emotional Engagement – 9/12 • Common Strategies/Assessments • Data Analysis/Differentiation 	Observations and TKES ratings for standards 3, 4, 7 and 8	Principal, Administration and Teachers	County support		IP
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	PROVIDE constructive feedback within platform for areas of concern	Walkthroughs/TKES observations feedback; Self-Reflections	Principal, Administration and Teachers	TKES Platform		IP
Other: (Specific to school, division, or area. Can be more than one.)						

Middle School Key Trends: Lovinggood

Trend	Lovinggood			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	93.3%	84.4%		85.8%	75.3%	
On-track for Graduation	91.5%	91.8%	93.1%	85.0%	86.8%	88.5%
Career Ready	100.0%	99.6%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	48.2%	46.5%	43.4%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	68.5%	72.3%	69.3%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	62.1%	71.2%	67.5%	54.6%	55.5%	54.5%
CCRPI Score	82.7	81.3		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.