

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)	<p>Create and revise unit plans to focus on Quad D, cross-curricular connections, metacognition strategies and technology integration.</p> <p>Routinely use assessment data to differentiate and adjust instructional focus.</p>	<p>Unit Plan Collaborative Planning Worksheet and Reflection; TKES data</p> <p>Subject area planning log biweekly; TKES data</p>	<p>All core content teachers and administration</p> <p>All core content teachers and administration</p>	<p>Release Time</p> <p>Protected planning time</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>Create and use subject area common assessments, including at least one constructed response.</p> <p>Pilot group will expand use of CTLS as a tool for managing assessment data.</p>	<p>Data teams use of collaborative planning log</p> <p>Professional learning agendas</p>	<p>All teachers and administration</p> <p>Pilot group trained 2015-16</p>	<p>Staff development training</p>		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	<p>Write and implement the professional learning plan based upon staff needs and the SSP.</p>	<p>Teacher reflections, training schedule</p>	<p>All faculty</p>	<p>SFSD funds District TIS support</p>		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	<p>Continue the integrated reading program in grades 6-8 focusing on non-fiction strategies: Close Reading, Cornell Notes, summarizing, vocabulary, and citing text.</p>	<p>Common formative assessment data; Pre/Mid/Post SRI Lexile scores Iowa reading EOG/Milestones</p>	<p>Reading teachers</p>	<p>Collaborative planning time, monthly vertical meetings</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>Routinely use constructed responses in class activities and assessments.</p> <p>Create a bank of shared assessment items.</p> <p>Routinely include computation practice in warm-ups/daily activities.</p>	<p>Common Rubric, Bank of shared assessment items; EOG scores</p> <p>Pre/mid/post SMI Iowa computation</p>	<p>Math teachers</p> <p>Math dept.</p>	<p>Protected collaborative Weekly; vertical meetings</p> <p>Collaborative planning</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Implement the following programs: Grade recovery program, extended learning time (ELT)/achievement anchors, extended day program.</p>	<p>Participant rate in grade recovery and extended day program; achievement anchor spreadsheet</p>	<p>All faculty</p>	<p>One day ISS weekly for grade recovery; data tracking sheet; extended day funds</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

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

<p>District Focus Priorities 2016-2019</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Continue to implement Project Lead the Way curriculum in two connections classes</p>	<p>Number of students participating in STEM; Successful implementation of 2 PLTW courses</p>	<p>Administration 2 PLTW trained teachers</p>	<p>Training, Grant and district support, allotment</p>		

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
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)	1. Extend implementation of Read 180 to include all grade levels. 2. Implement Math Connections class 3. Provide Grade recovery, extended learning time (ELT)/achievement anchors, extended day program	1. Pre-post assessments (Read 180) 2. Pre/mid/post (SMI) 3. Achievement anchor spreadsheet	All faculty	Training and materials for Read 180; Math connections allotment; Extended day funds; Full time ISS;		
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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)	Coordinate initiatives to support application for STEM certification from District	County STEM rubric	T3 leadership; All staff	One Note training		

Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
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Seek and evaluate stakeholder input for critical processes. (AdvED)	Present school data and SSP to key stakeholder groups to solicit input in process: School Council, PTSA Board, student leadership focus group, Open Houses	Attendance, presentations, and minutes from meetings; stakeholder survey data	Mabry community	District (PI) support for training; PTSA and local school funds		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Continue "Habitudes": 13 lessons in reading classes Extend implementation of "Habitudes" to include book #2 in 7 th and 8 th grades Establish framework for community buy-in of leadership foundations with 3 events: staff/parent/student kick-offs	Implementation schedule Pre/post assessments Schedule for kick-off events	Reading/ foreign language teachers, counselors, administration "Growing Leaders" presenters	Local school funds for Habitudes materials, speakers, and training		
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.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<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)		

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Attend Job fairs Administer and review teacher preference based upon qualification	Hiring of HiQ teachers (All CCSD teachers have to be HiQ. The focus is on Highly Effective – this would be measured by the TKES assessment.) Assigning teachers to qualified areas	Principal Principal	Talent Ed; district HR support		
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 ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (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)	Develop and implement differentiated professional learning plan (List any PL you are offering this year that correlated to the focus priority.)	Schedule and attendance records for professional learning	Administration and all teachers	SFSD		
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 (IE ²)	Routinely reflect upon building trends on grades, student survey results, formative/walkthroughs and Student Growth Profile.	Timeline met; Mid-year conference agendas	Administration and teachers evaluated by TKES	District technology support for SLO's		

Other: (Specific to school, division, or area. Can be more than one.)	Maintain a positive school culture through school-wide emphasis on collaboration, innovation and celebration of best practices	Survey results Staff retention rates Instructional budget		Protected collaborative planning; district and local school instructional funds		
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Middle School Key Trends: Mabry

Trend	Mabry			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	95.1%	92.1%		85.8%	75.3%	
On-track for Graduation	96.5%	97.0%	96.2%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	69.9%	62.6%	72.6%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	69.0%	75.4%	71.4%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	72.9%	77.1%	74.5%	54.6%	55.5%	54.5%
CCRPI Score	92.9	92.2		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.