

## 2016-17 Cobb County School District Strategic Plan

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

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</b>	<b>Key Actions: (List as many actions as needed in each box.)</b>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions: (Due June 30, 2017)</b>	<b>Focus Priority Status: NM = Not Met IP = In Progress M = Met</b>
<b>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</b>	Participate and Implement Cohort 3 FFAS Training  Conduct collaborative data teaming through Weekly Data Team meetings Bimonthly Grade Level Meetings Monthly Vertical Content Meetings  Administer RI/SI (following CCSD schedule) to use data to monitor Lexile progress and math progress for individual students	Training results and student data  TKES Meeting Documentation  RI/MI pre/post test data	All Staff  Admin and Teacher Leaders	District Trainers		IP
<b>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)</b>	Use of FFAS training for Common Assessments and data provided for individual students	Implementation of CTLS and data results	All Staff	District Trainers		IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Participate and Implement Cohort 3 FFAS Training</p> <p>Survey Staff on technology needs and instructional strategy needs. Strategies PL will be part of Vertical Content PLU each month.</p> <p>TKES Goals – Proof of Concept Pilot School</p>	<p>Completion of Training</p> <p>Survey Results</p> <p>TKES</p>	<p>All Staff</p>	<p>District Trainers</p> <p>Teacher Leaders</p> <p>Admin</p>		<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Pre/Post RI Implementation of RTI and SPED strategies for students below grade level Lexile</p> <p>Tutoring of identified students using 20 Day Money</p>	<p>RI Pre/Post</p> <p>Meeting Documentation</p> <p>Student Lexile Scores</p>	<p>Grade level LA teachers</p>	<p>IXL for Small Group classes Flocabulary Use of Jr. Scholastic in each content area 20 Day Money</p>		<p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Pre/Post RM</p> <p>Implementation of RTI and SPED strategies for students below grade level</p> <p>Tutoring of identified students using 20 day money</p>	<p>MI Pre/Post</p> <p>Meeting Documentation</p> <p>Student grades</p>	<p>Grade Level Math teachers</p>	<p>IXL Math Scholastic</p> <p>20 Day Money</p>		<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>RTI</p> <p>Advisement</p> <p>Tutoring</p>	<p>Student progress report grades</p>	<p>Counselors, ISS Para and Admin</p>	<p>N/A</p>		<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Vertical Content Meetings as professional learning community to investigate and implement strategies for specific student groups</p>	<p>Meeting Documentation</p> <p>Student scores/grades</p>	<p>Leadership Team</p>	<p>N/A</p>		<p>IP</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 IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</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> (<u>Due June 30, 2017</u>)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Implement the use of IXL software in Small Group LA classes. RTI Tutoring</li> <li>2. Implement the use of IXL software in math classes. RTI Tutoring</li> <li>3. Use of ISS Para as Academic Coach to provide support for identifies students during school day. RTI Advisement</li> </ol>	<ol style="list-style-type: none"> <li>1.Meeting documentation Growth in RI scores.</li> <li>2. Meeting documentation Growth in MI scores.</li> <li>3. Reduce number of students on F list.</li> </ol>	<p>LA teachers Admin</p> <p>Math teachers Admin</p> <p>ISS Para Counselors Admin</p>	<p>20 Day money IXL software</p> <p>20 Day money IXL software</p> <p>N/A</p>		IP
<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. <b>(AD)</b></p>	N/A	N/A	N/A	N/A	N/A	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Monitoring and addressing attendance concerns of identified students through Counselor program.</p> <p>Advisement</p> <p>All 8<sup>th</sup> grade students enrolled in High School Physical Science</p>	<p>Attendance Rates</p> <p>Advisement goals and grades.</p> <p>EOC results Percentage of students receiving HS credit.</p>	<p>Counselors SSW</p> <p>Admin and staff</p> <p>8<sup>th</sup> grade science teachers.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>		IP

**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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b></p>						<p><b><i>Focus Priority</i></b></p>
	<p><u>(Due September 1, 2016)</u></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> <u>(Due June 30, 2017)</u></p>	<p><b><u>Status:</u></b> NM = Not Met IP = In Progress M = Met</p>	

<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Conduct Climate Surveys for Students, Teachers and Parents as directed by State and AdvancEd</p> <p>Increase parent involvement and participation offering opportunities for communication via PTSA meetings, SPED and Gifted Parent Meetings.</p>	<p>Survey Results</p> <p>Meeting Agenda and number of meeting participants</p>	<p>CCSD/GADOE</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>Coordinate and Host a variety of opportunities for families to be involved in our school to include:  International Night  High School Articulation Parent Meeting  Rising 6<sup>th</sup> Grade Parent Meeting  Conference Week  Reality U  Dragon Dash</p>	<p>Number attending and participating in the planning for each meeting</p>	<p>Teachers  Admin  Counselors</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><u>Focus Priorities:</u> (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><i>Focus Priority</i></b> <b><i>Status:</i></b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</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>IP</p>	
	<p>Assist teachers in obtaining additional certifications – Gifted, ESOL, and Instructional Technology.</p>	<p>Successful completion of training 4 Gifted, 3 Instructional Technology and 1 ESOL</p>	<p>Admin and enrolled teachers</p>	<p>N/A</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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	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. <b>(AD)</b>	All teachers will participate and complete in the yearlong FFAS/CTLS training  Monthly Vertical Content Meetings will include a shared strategy in support of content area goal.	Number of teachers completing Training and using at least once.  Meeting Documentation	District Trainers and staff  SAC and Admin	District Trainers		IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Pilot for CCSD in Professional Goal completion in TKES  Focus on standards in need of improvement of individual teachers.	TKES Data	Admin and staff	N/A		IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	Use of Coach/Mentor for new or struggling teachers.	TKES Data	Coaches	N/A		IP



## Middle School Key Trends: McCleskey

Trend	McCleskey			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	88.3%	80.5%		85.8%	75.3%	
On-track for Graduation	76.7%	85.7%	79.8%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	50.9%	42.1%	40.1%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	71.0%	75.6%	72.2%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	59.9%	63.2%	58.6%	54.6%	55.5%	54.5%
CCRPI Score	86.9	83.1		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.