

## 2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</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><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</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><b>N/A</b></p>	<p><b>N/A</b></p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Administer Common Formative Assessments (CFA) by PLCs on a bi-weekly basis</p> <p>Administer the RI three times: August, December &amp; May</p> <p>Administer the MI three times: August, December &amp; May</p> <p>Adjust instruction as needed based on CFA results</p>	<p>CFA results</p> <p>RI results</p> <p>MI results</p> <p>Data Team meeting minutes &amp; grades/academic performance</p>	<p>All teachers</p> <p>Reading/Academic Habits teachers Math teachers</p> <p>All teachers</p>	<p>CTLS &amp; iRespond</p> <p>RI program &amp; computer lab</p> <p>MI program &amp; computer lab</p>		
<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. <b>(S)</b></p>	<p>Administer Common Formative Assessments by PLCs on a bi-weekly basis</p>	<p>CFA data</p> <p>Local Summative data</p>	<p>All teachers</p>	<p>CTLS &amp; iRespond</p> <p>Teacher created assessments</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Differentiate professional learning needs identified by departments and assessment data</p> <p>School-wide Professional Learning on Professional Learning Communities (PLCs)</p>	<p>TKES data</p> <p>AdvancEd survey data</p> <p>PLC implementation rubric</p>	<p>Administration</p> <p>County personnel</p>			
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue RTI and SpEd strategies for those below grade level</p> <p>Utilize specialized instruction through Read 180 &amp; System 44 class at each grade level for below level readers</p> <p>Administer the RI assessment three times a year-identify students reading below grade level and provide interventions in classroom and possible placement in Read 180 or System 44 class</p> <p>Each student is in a Reading or Academic Habits class. There are three levels to meet student needs: AC, on-level and small group.</p>	<p>Class assessments/grades</p> <p>Progress in Read 180/System 44 levels-data</p> <p>RI scores</p> <p>Class assessments &amp; grades</p>	<p>Teachers</p> <p>Read 180 &amp; System 44 teachers</p> <p>Reading/Academic Habits teachers</p> <p>Reading/Academic Habits teachers</p>	<p>Specialized instruction training for SpEd teachers</p> <p>Read 180 &amp; System 44 programs; computer lab</p> <p>RI program; computer labs</p> <p>Cars &amp; Stars books</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Utilize the First in Math program for fundamental skills</p> <p>Utilize USA TestPrep for practice in identified areas of weakness</p> <p>Administer bi-weekly CFAs</p> <p>Administer the RI assessment three times a year</p> <p>Targeted tutoring for Math-invite "bubble kids" (2s to 3s, 3s to 4s)</p> <p>Identify from MI those students weak in addition &amp; multiplication-provide remediation activities</p>	<p>Monitor time spent in program</p> <p>Monitor time spent in program &amp; results Assessment data</p> <p>Assessment results</p> <p># of times student attends tutoring</p> <p>Completion of remediation activities</p>	<p>Math teachers</p> <p>Math teachers</p> <p>Math teachers</p> <p>Math teachers</p> <p>Math teachers &amp; Admin</p> <p>Math teachers</p>	<p>First in Math program-small group</p> <p>USA TestPrep subscription</p> <p>CTLs &amp; iRespond</p> <p>RI program &amp; computer labs</p> <p>Teachers &amp; 20 Day Money</p> <p>Web-based programs/teacher created materials</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Continue RTI process and Special Ed monitoring</p> <p>Utilize School Social Worker to communicate with parents of at-risk students if not responding to school</p>	<p>RTI portal activity and Special Ed grades</p> <p># of parent contacts/home visits made by SSW</p>	<p>Counselors &amp; teachers</p> <p>School Social Worker</p>	<p>N/A</p> <p>N/A</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase student attendance</p> <p>School Social Worker will be a member of the School Focus Attendance Committee</p> <p>School-wide Attendance Promotion-positive reinforcement for attendance</p> <p>Information session for parents &amp; students who have missed 7+ unexcused absences</p>	<p>Daily attendance reports</p> <p>Monthly meetings</p> <p>Monthly reward program-# of students &amp; HRs rewarded Meeting held &amp; # of attendees</p>	<p>Counselors, School Social Worker and Administration SSW</p> <p>Counselors, SSW &amp; Admin</p> <p>SSW &amp; Counselors</p>	<p>N/A</p> <p>N/A</p> <p>\$ to purchase reward items/parent donations N/A</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (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><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Reading/Academic Habits curriculum was designed by our faculty to address needs identified by student data and teacher feedback-every student now has a Reading class</p>	<p>Milestones achievement data</p>	<p>All teachers</p>	<p>Cars &amp; Stars books</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</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><b>N/A</b></p>	
<p>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 <b>(S)</b></p>	<p>1. Use 20-day funds for tutors; administer the RI three times a year; placement in Read 180/System 44/Small Group Reading 2. Use 20-day funds for tutors; targeted intentional tutoring for bubble kids 3. Continue support through RTI and Special Ed interventions</p>	<p>1. CFA data/Grades RI data Read 180/System 44 data Milestones results 2. Grades/CFA data Milestones results MI data 3. Grades Promotion Milestones results</p>	<p>All teachers Admin Counselor</p>	<p>RI program MI program 20-day money Read 180 &amp; System 44 Cars &amp; Stars books</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. <b>(AD)</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><b>N/A</b></p>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	
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**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> <u>(Due September 1, 2016)</u></p>					<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</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>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Share the stakeholder survey data with staff, School Council, PTSA and Foundation executive boards to identify areas of improvement</p> <p>ESOL parent nights</p> <p>Based on data implement the following:</p> <p>Improve communication through</p> <ul style="list-style-type: none"> <li>• New school website</li> <li>• School Facebook page</li> <li>• School Twitter account</li> <li>• Frequent dial-outs</li> <li>• Sunday newsletter to staff</li> <li>• Weekly Maverick Minutes e-blasts from PTSA</li> <li>• E-blasts from administration</li> <li>• Spanish dial-outs from our IWC liaison</li> </ul>	<p>AdvancEd survey results</p>	<p>Administration</p> <p>ESOL Teacher, Counselor &amp; IWC parent liaison</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>	<ul style="list-style-type: none"> <li>-Meet &amp; Greet day</li> <li>-PTSA</li> <li>-School Foundation</li> <li>-Sciencepalooza</li> <li>-Fine Arts Night</li> <li>-Music concerts</li> <li>-ESOL parent nights</li> <li>-Conference Week</li> <li>-Parent meetings</li> <li>-multiple opportunities for volunteerism through PTSA, Foundation, &amp; grade level events</li> <li>-School Council</li> <li>-Disney trip chaperones</li> <li>-Olympics</li> <li>-Clubs (parent involvement)</li> <li>-Parent AM Carline patrol</li> </ul>	<p># of parents attending events</p> <p># of parents/families joining PTSA</p> <p># of parents/families supporting Foundation</p> <p># of parents volunteering</p>	<p>PTSA</p> <p>Foundation</p> <p>Administration</p> <p>Various departments</p>	<p>County personnel</p> <p>Staff</p> <p>Parents</p> <p>Executive boards for PTSA &amp; Foundation</p> <p>Admin</p>		
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</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>	

**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> (<u>Due September 1, 2016</u>)</p>					<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Seek to hire or help current teacher obtain the gifted certification</p> <p>New Teacher Mentorship Program</p>	<p># of teachers receiving certification</p> <p>Retainment of new teachers in 2017-18 school year</p>	<p>Admin &amp; ALP office</p> <p>Admin &amp; mentors</p>	<p>Continued ease of availability of gifted classes</p> <p>\$ for book study</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. (IE<sup>2</sup>)</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. (IE<sup>2</sup>) (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. <b>(AD)</b></p>	<p>Implement a Professional Learning Plan that is differentiated based on department needs &amp; assessment data</p> <p><b>E/LA</b>-continued focus on embedded language instruction &amp; strategies to implement Cobb's model of Balanced Literacy (continuation of PL from 2015-16); other trainings based on survey of needs from department</p> <p><b>Math</b>-Vertical Meetings &amp; grade level meetings (provide release dates so they can plan and identify gaps)</p> <p><b>Science-6<sup>th</sup></b>: PBL development &amp; Standards Review to increase rigor &amp; PBL implementation training-Sept 15<sup>th</sup> &amp; December 5<sup>th</sup></p> <p><b>7<sup>th</sup></b>: PBL development for on-level Standards Review to increase rigor &amp; PBL implementation training: Sept 15<sup>th</sup> &amp; December 5<sup>th</sup></p> <p><b>8<sup>th</sup></b>: Physical Science PL with Cobb Science PLS-differentiation; literacy/vocab; conceptual modeling &amp; hands-on activities (2x a month) Standards Review to increase rigor &amp; PBL implementation training: Sept 15<sup>th</sup> &amp; December 5<sup>th</sup></p> <p><b>SS</b>-Implementing the Inquiry Design Model Training-6<sup>th</sup> &amp; 7<sup>th</sup>-Oct 26<sup>th</sup> 8<sup>th</sup>-Nov 15<sup>th</sup></p> <p>Additional training TBD for spring</p> <p>New teacher trainings</p> <p>All staff will attend cluster meetings monthly which will focus on implementing authentic PLCs</p>	<p>AdvancEd survey results</p> <p>TKES data</p> <p>Attendance at PL sessions</p> <p>PLC implementation rubric evaluation</p>	<p>Admin</p> <p>County personnel</p> <p>Teachers</p>	<p>County personnel</p> <p>Teachers for training</p> <p>\$ for subs</p>		
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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>	Focus on standards in need of improvement with teachers and admin	TKES & LKES data	Admin	District support through evaluation office		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	

## Middle School Key Trends: McClure

Trend	McClure			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	94.9%	82.6%		85.8%	75.3%	
On-track for Graduation	93.2%	95.5%	96.4%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	52.9%	57.3%	54.7%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	74.5%	79.4%	77.1%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	59.9%	66.2%	62.6%	54.6%	55.5%	54.5%
CCRPI Score	86.8	87.4		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.