

## 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 style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p style="text-align: center;"><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>1. Ensure all staff can access CTLS and disaggregate data in a manner that best impacts student achievement.</p> <p>2. Create a FFAS Pilot Team.</p>	<p>1. CTLS PD Exit Survey</p> <p>2. FFA Results</p>	<p>Administration Teachers Coaches 8<sup>th</sup> Math Team</p>	<p>CTLS PD for staff FFAS Touchstones</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>	<ol style="list-style-type: none"> <li>1. Refine Data Teams to increase support &amp; accountability. Data Teams will be a standing meeting. Ensure utilization of RI and MI data and accompanying recommended interventions in planning. This process will be supported by including RI/MI Administrators and academic coaches in Data Team meetings.</li> <li>2. Utilize Universal Screeners to examine and adjust instruction based on Lexiles, Quantiles and recommended interventions.</li> <li>3. Provide PD in usage of quantiles.com to identify recommended interventions.</li> <li>4. Tier instruction based on RI &amp; MI data.</li> <li>5. Ensure usage of Common Formative Assessments</li> <li>6. Utilize RI/MI probes in RTI process</li> </ol>	<p>1.Data Cycle Minutes ,TKES process &amp; Lesson Plans</p> <p>2.Screener scores</p> <p>3/4/5Evaluation of common formative assessments through the data team process</p> <p>6.RTI progress and enrollment</p>	<p>Administration Teachers Coaches</p>	<p>Quantile.com PD Lexiles.com PD Administration of RI/MI Screeners Screener PD Title 1 Instructional Coaches</p> <p>-Data Evaluation software</p> <p>Parent Training” in Quantils.com &amp; Lexils.com &amp; USA TestPrep</p>	<p>TBD</p>	<p>TBD</p>
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<p>3. <i>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)</i></p>	<ol style="list-style-type: none"> <li>1. Create Rigorous Common assessments</li> <li>2. Develop a formative assessment plan reflective of pacing guides, the data team cycle &amp; our school calendar to maximize CPT results.</li> <li>3. Track student progress by evaluating results of Common Assessment through Data Team Cycle.</li> <li>4. Utilize common formative assessments that require written response to prompts.</li> </ol>	<p>1 Results of SLO's Touchstones EOG EOC Common Summative Assessments TKES ratings</p> <p>2 Data Cycle Minutes</p> <p>3 Common Formative Assessment Unit Plan</p> <p>4 Milestones Writing Rubric</p>	<p>Administration</p> <p>-Department chairs</p> <p>-Teachers</p>	<p>Literacy TA PD</p> <p>Writing Exemplars</p> <p>Collaborative Scoring- Milestone Rubric Usage PD</p>		
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<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>1 Facilitate Collaborative Planning by including Academic Coaches in the process to provide needed strategies as indicated by the results of common assessment data.</p> <p>2 Refine existing PLC's to ensure actions and decisions are data driven</p> <p>3 Strengthen existing RTI process by:</p> <ul style="list-style-type: none"> <li>a. Assigning specific roles in the RTI process to specific individuals.</li> <li>b. Better utilization of technology to record probes &amp; monitor &amp; share student progress.</li> <li>c. Identify CSIS support leads &amp; train teachers in CSIS usage.</li> </ul> <p>4..Provide PD based on identified needs through the TKES evaluation process</p>	<p>1 Common Assessment Data</p> <p>2 Grade level pass/fail rates</p> <p>3 RTI enrollment</p> <p>4 TKES ratings</p>	<p>Administration</p> <p>-Title 1 Instructional Coaches</p> <p>-Counselors</p>	<p>-Title 1 Instructional Coaches</p>		
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<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>1 Maintain existing <u>guided reading</u> program with better identification of qualifying students and monitoring with fidelity. 2. Implement Read 180 /System 44 2 Continue Reading Connections Course.  4 Utilize remedial ELA classrooms to support below grade level readers. 5 Implement SWD REWARDS intensive reading intervention for 7<sup>th</sup> &amp; 8<sup>th</sup> SWD's.</p>	<p>1.District RI/MI screeners 2.District Ri/Mi screeners 3.EOG Results 4.EOG Results 5.Pre/Post assessment built into the REWARDS program.</p>	<p>Administration  -Title 1 Instructional Coaches  -Remedial Teachers: Miller Pomroy S. Allen  SSA</p>	<p>Guided Reading PD  -RAZ Kids Reading A-Z Science A-Z  READ180 System44  Title 1 allotment for Reading Support Teacher  REWARDS</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>1.Utilize various data points to ensure students placement in appropriate math class (Extension, Remediation, etc.)  2.Utilize IXL-Math for remediation. Individualize student instruction based on student quantiles  3.Utilize extended day tutoring</p>	<p>1.District Math Screen, CCRPI MS Math-EOG &amp; Data Cycle Minutes 2. MI Screener Results 3.Common Formative Assessment Results</p>	<p>Administration  -Title 1 Instructional Coaches  Math Teachers Math Support</p>	<p>IXL training MI Math Support Allotment Quantiles.com PD Parent Support &amp; training in quantiles.com</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1.Continue implementation of extended day tutoring program and expand participation with the creation of Saturday classes designed for more targeted and specialized instruction.</p> <p>2.Usage of RI/MI to create and deliver individualized instruction.</p> <p>3.Require usage of teacher Blogs</p> <p>4.Team with feeder schools for vertical articulation to ensure common expectations for performance &amp; rigor</p> <p>5.Align Data Team &amp; RTI process to identify at-risk students earlier and provide intervention</p> <p>6.Develop Dropout Prevention Team</p>	<p>1.Quarter pass/fail numbers</p> <p>2.TKES Evaluation &amp; EOG Results</p> <p>3.TKES Evaluation</p> <p>4.EOG Results</p> <p>5.RTI Enrollment</p> <p>6.Quarterly Pass/Fail report</p>	<p>Administration Teachers</p> <p>Academic Coaches</p> <p>Counselors</p>	<p>Title 1 20 Day Funds</p> <p>RI/MI PD Quantiles.com</p> <p>Lexiles.com</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</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> (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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>1.Utilize Read180/System44</p> <p>2.Expand foreign language program to all grade levels</p> <p>3.Expand PBIS to progress from Installing Status to Emerging Status</p>	<p>1.RI/MI Result</p> <p>2.Spanish SLO Results</p> <p>3.PBIS EOY Evaluation Rubric &amp; BoQ Survey Results</p>	<p>Academic Coaches</p> <p>PBIS Team</p>	<p>PBIS PD</p> <p>Restorative Practices PD</p> <p>Cell Tower Grant</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</p> <p>1. not reading on grade level (Lexile)</p> <p>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</p> <p>3. not on-track for graduation <b>(S)</b></p>	<p>1.<u>Not reading on grade level</u></p> <p>a.Continue Reading Support Class.</p> <p>b.Add Read180/System44</p> <p>2.<u>Unsuccessful in Math/Algebra:</u></p> <p>a.Refine existing Math Connections Program for the delivery of math foundational skills.</p> <p>b.Utilize IXL Math</p> <p>c.Utilize MI to monitor fluency growth</p> <p>d.Utilize RI to monitor comprehension growth</p> <p>e.Utilize quantiles.com to address missing prerequisite skills</p> <p>3.<u>Not on-track for graduation:</u></p> <p>a.Refine existing before/after school tutoring program to be more data driven.</p> <p>b.Create Dropout Prevention Support Team.</p>	<p>1.RI Data, EOG Results</p> <p>2.EOG Data, MI Data, RI Data &amp; IXL Math Data</p> <p>3.Extended Day Tutoring Pre/Post Test, SLO Pre/Post, CCRPI Score (number of students passing four content classes &amp; Milestones) &amp; Quarterly Pass/Fail Reports</p>	<p>Admin Coaches Teachers</p> <p>Counselors</p> <p>Department Chair</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>	N/A	N/A	N/A	N/A	N/A	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	1.Reduce Behavior Incidents via PBIS	1.SWIS	PBIS Team Student Recognition Team	SWIS PBIS World		

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met



<p>1. Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>1.Ensure effective communication with front office –Allowing them to address parent questions/concerns</p> <p>2.Utilize blogs for daily communication regarding teaching and learning.</p> <p>3.Ensure stakeholder participation (parents, partners in education, staff, and community members) in critical school processes by soliciting their input and using survey results to find the most effect dates for, and means of, collaborating.</p> <p>4.Facilitate parent completion of Climate Surveys by providing opportunities to do so during conference week.</p>	<p>1.AdvED Survey Results</p> <p>2.TKES Data</p> <p>3.Student Health Survey &amp; Climate survey results.</p> <p>4.Climate Survey completion rate.</p>	<p>-Local School Administration</p> <p>-Title 1 Parent Facilitator</p> <p>-Intervention Specialist</p> <p>-Teachers</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>See Title I Plan</p> <p>1.Deliver Quarterly Principal's "Coffee Talks" as an opportunity to dialogue with stakeholders regarding critical schoolwide concerns and opportunities.</p>	<p>1.Attendance rate &amp; Climate Survey results</p>	<p>Principal</p>			

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	1.Determine what Highly Effective means at Smitha based on our data & student needs	1.Teacher Retention Rate  TKES	-  Administration			
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> )	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (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)	1.Deliver PD in Creating Academically Challenging Classroom to all staff members twice each month. 2.Conduct Focus Walks and provide feedback and targeted intervention as needed	1.TKES Data 2.Focus Walks Data	Administration Academic Coaches			

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>	1.Continue to relate PD to surveys and platform feedback.	1.TKES Data	Administration	Title 1 Funding		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Middle School Key Trends: Smitha

Trend	Smitha			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	74.1%	58.6%		85.8%	75.3%	
On-track for Graduation	71.3%	80.1%	80.9%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	42.3%	42.1%	44.5%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	61.3%	66.2%	66.3%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	33.2%	29.2%	25.8%	54.6%	55.5%	54.5%
CCRPI Score	71.9	67.9		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.