

## 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)					
<i>Focus Priorities:</i> (Based on priorities identified by IE <sup>2</sup> , 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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	<ul style="list-style-type: none"> <li>• <u>Collaborate</u> bi-weekly in data teams to analyze and adjust instruction.</li> <li>• <u>Review student assessment data</u></li> <li>• <u>Conduct</u> monthly data summits to discuss student progress and share best practices.</li> </ul>	PLC attendance  Best Practices Forms  Grading Report  Formative and summative assessments	All Content Teachers, Academic Coach and Admin	Data Teaming Documents  Grade-view  CTLS  Data Team Documents		
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>	<ul style="list-style-type: none"> <li>• <u>Review</u> CTLS platform and PLC's to assess student learning and adjust instruction to meet student needs.</li> </ul>	Data extracted from common assessments	All Content Teachers, Academic Coach and Admin	Data collection documents		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> <li>• <u>Survey</u> teachers to prioritize Professional Development needs in the areas of technology, CTLS, Differentiation, Rigor and Relevance</li> <li>• <u>Train</u> specific teachers for Math 180 and Achieve 3000,</li> </ul>	<p>TKES ratings for 4, 5, and 6</p>	<p>All Content Teachers, Admin And CCSD Personnel</p>	<p>Survey results, and CTLS</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>• <u>Administer</u> (S)RI and Reading Counts school-wide every six weeks 3 times a year to assess student reading growth (August, January and March/ April)</li> <li>• <u>Administer</u> Level Set test through Achieve 3000 for Informational Text at the beginning of the school year. Text is adjusted based on student growth.</li> <li>• <u>Identify</u> and <u>assign</u> students in Read 180 classes for additional reading support.</li> </ul>	<p>(S)RI data Achieve 3000 levels Read 180 data Student Lexile scores</p>	<p>All Content Teachers, Academic Coach and Admin</p>	<p>Read 180 Systems 44 Reading Counts Level Sets</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>	<ul style="list-style-type: none"> <li>• <u>Identify</u> and <u>assign</u> students in Math 180 classes for additional math support</li> <li>• <u>Identify</u> students earning D's and F's and students who qualify for high school math courses</li> </ul>	<p>Monitor student progress (math) Math 180 Reports Grade Reports Gradebook Milestones</p>	<p>Math Teachers, Math Coordinator, Admin, and Academic Coach</p>	<p>Software Programs Math 180 Math Inventory (MI) Math Manipulatives</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> <li>• <u>Provide</u> interventions and support to students who are on RTI, failing or retention candidates</li> <li>• <u>Implement</u> articulation meetings for 5<sup>th</sup> and 8<sup>th</sup> grade students</li> <li>• <u>Identify</u> students for <i>Extended Instruction</i></li> </ul>	<p>RTI: Tier Placement</p> <p>Attendance at Articulation Meetings</p> <p>Extended Day Tutoring</p> <p>Attendance Reports</p> <p>Advisement</p> <p>TIP Log</p>	<p>All Content Teachers, Counselors, Admin, Coach and Feeder Schools</p>	<p>Refresh Opportunities (1x per unit minimum)</p> <p>Extended Day Tutoring RTI</p>		
<p>8. <b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>• <u>Communicate</u> attendance expectations to all stakeholders</li> <li>• <u>Conduct</u> parent student meetings</li> <li>• <u>Continue</u> Truancy Intervention Panel (TIP)</li> </ul>	<p>Attendance Records, Daily Attendance Reports</p>	<p>Counselors, Attendance Clerk, Admin, Teachers</p>	<p>Attendance Records</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> (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>

Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>	<ul style="list-style-type: none"> <li>• <u>Complete</u> two PBL activities during the 2016-17 school year</li> </ul>	Formative and summative assessments	Teachers, Students, Academic Coach and Grade-level Admin	School supplies and teacher planning time		
Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
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><u>Offer</u> Read 180 class, System 44 and Math 180 Classes</p> <p><u>Provide</u> tutoring and extended learning opportunities</p> <p><u>Utilize</u> SSA to monitor SpEd data notebooks and SpEd students' academic performance</p> <p><u>Conduct</u> monthly Core Team Meetings to monitor students' attendance, behavior and content achievement (ABCs)</p>	<p>Read 180</p> <p>Math 180 (MI)</p> <p>Reading Inventory (RI) data</p> <p>System 44 data</p> <p>RTI data</p> <p>Goal-view Data</p>	Teachers, Administration Academic Coach, Social Worker, Counselors	<p>Software Technology</p> <p>Universal Screeners</p> <p>20 Day Funds</p> <p>Data Notebooks</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>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p><b>P.B.I.S.</b> Review continued implementation and fidelity of P.B.I.S.</p> <p><b>Tapp PRIDE</b> <u>Continue with</u> Tapp PRIDE five times during the school year.</p>	<p>P.B.I.S. data</p> <p>Tapp PRIDE recognition list</p>	<p>Administration Teachers, Partners in Education, Parent Facilitator, PTSA</p>	<p>PTSA Support</p> <p>Partners in Education Support</p>		
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<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>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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Analyze parent and staff survey results</p> <p>Increase Parent Participation using ParentVue and Teacher Blogs</p>	<p>AdvED Surveys</p> <p>Annual Title 1 Sign-in sheet</p> <p>ParentVue sign-up data</p> <p>Parent Survey of Teacher Blogs</p>	<p>Admin, BLT,</p>	<p>District Reports</p> <p>Title I Survey data</p>		

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	"See Title 1 Plan"					
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	<p><u>Collaborate</u> with PTSA and Foundation during executive board meetings.</p> <p>Build Relationships with the Community</p> <p><u>Conduct</u> a variety of Parent Workshops and Family Curriculum events throughout the year:</p> <ul style="list-style-type: none"> <li>• Moving to the Middle</li> <li>• Testing 101</li> <li>• Internet Safety</li> <li>• Math/Science Night</li> <li>• Literacy Night</li> <li>• Cultural Diversity Celebration</li> </ul>	<p>Feedback and PTSA Participants</p> <p>Volunteer sign-in rosters</p> <p>Attendance rosters at workshops and curriculum events</p>	<p>Principal, Parent Facilitator, Teachers, Academic Coach, Partners in Ed, PTSA, School Council Members</p>	<p>Light Refreshments (Title I/Local)</p> <p>Save the Date flyers</p> <p>Blackboard Connect</p> <p>School Data, budget, etc.</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><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>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> (Due June 30, 2017)</p>	

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Attend County Hiring Fair Analyze Job Posting Review TalentEd Portal	Review qualified applicants in TalentEd who are certified in content areas	Administration	District 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. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Have teachers participate in Professional Development <b>(Differentiation, Instructional Planning and Technology)</b> Continue Participation in CTLS Continue with RTI process	Assessments TKES- Standards 2 and 4  Decrease number of RTI Tier 3 students	Administration , Academic Coach and Teachers	County Support  Title I Resources	Applicants meet State and County criteria	
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	<u>Provide</u> specific feedback within TKES platform to address 1 & 2 ratings	Walkthroughs  Formative Observations  Formative Assessment  Self-Reflections  Admin Meetings	Principal, Admin and Teachers	TKES Platform  CCSD Support  Admin Meeting  Admin Participation in TKES Pre-Evaluation Conference	Teachers received and participated in various PD opportunities to improve TKES rating	

**Other:**  
(Specific to school, division, or area.  
Can be more than one.)

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## Middle School Key Trends: Tapp

Trend	Tapp			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	83.9%	77.6%		85.8%	75.3%	
On-track for Graduation	85.9%	93.1%	94.3%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	37.5%	30.0%	29.1%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	63.4%	64.3%	61.2%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	53.5%	46.2%	47.5%	54.6%	55.5%	54.5%
CCRPI Score	78.6	79.2		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.