

## 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>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Use Reading Inventory and Math Inventory data in grade level data team analysis.</p>	<p>RI and MI assessments given in August, December, and May</p> <p>Grade level data team minutes</p>	<p>K-5 certified teachers</p> <p>Schoolwide Data Action Team</p>	<p>RI and MI Assessments</p>	<p>Grade level teams met with administration quarterly to analyze results of RI and MI assessments and to determine instructional interventions to improve student performance. "Bubble students" were also identified as who was close to achieving the next level of performance.</p>	M
	<p>Utilize Units of Study quick writes to monitor growth.</p>	<p>Unit pre and post writing pieces quarterly</p>	<p>K-5 certified teachers</p>	<p>Existing Units of Study curriculum</p>	<p>Classroom teachers inconsistently utilized quick writes to inform instructional decisions for writer's workshop.</p>	IP

<p><i>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)</i></p>	<p>Grade level teams select common formative math assessments from My Math and/or Touchstones assessments.</p> <p>Use formative assessments from Units of Study for writing.</p>	<p>MI assessments and Georgia Milestones Assessment</p> <p>Milestones</p>	<p>K-5 certified teachers</p> <p>K-5 certified teachers</p>	<p>My Math and Touchstones Assessments</p> <p>Units of Study curriculum</p>	<p>Grade level teams met quarterly to discuss math instructional priorities and create common formative assessments.</p> <p>Classroom teachers implemented formative assessments across writing genres and grade level subject matter</p>	<p>IP</p> <p>M</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Use PLC format and vertically aligned action teams to engage teachers to take ownership in professional growth.</p>	<p>Action Team meeting minutes</p> <p>AdvancED Staff Climate Survey</p>	<p>Vertically aligned action teams</p>	<p>AdvancED survey</p>	<p>All certified staff participated in two action committees as well as grade level PLC to contribute to schoolwide and personal professional development initiatives.</p>	<p>M</p>
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>Use RI results to quickly identify students needing additional support, RTI, 20 Day Funds tutoring, and early intervention.</p>	<p>RI Reports</p>	<p>K-5 certified teachers</p> <p>C and I Action Team</p>	<p>Lexile scores from 2017 Milestone Assessment</p>	<p>Using RI assessment results, grade level teachers submitted names for extended tutoring during the academic day. Groups were created in collaboration with the Assistant Principal.</p>	<p>M</p>
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Use MI results to quickly identify students needing additional support, RTI, 20 Day Funds tutoring, and early intervention.</p>	<p>MI Reports</p>	<p>K-5 certified teachers</p> <p>C and I Action Team</p>	<p>Math quantiles scores from 2017 Milestone Assessment</p>	<p>Using MI assessment results, grade level teachers submitted names for extended tutoring during the academic day. Groups were created in collaboration with the Assistant Principal.</p>	<p>M</p>

7. Increase number of students academically completing every grade.(S)	Use EIP models, in school 20 Day Tutoring, Read 180 and System 44 to remediate students. Use MI and RI as a diagnostic and formative assessment to monitor student growth toward mastery.	Flag students being mentored and quarterly review of MI and RI reports in grade level data team meetings	K-5 certified teachers  Data Action Team	System 44 software  Read 180  MI and RI reports	EIP cluster classrooms were implemented across all grade levels. Tutors were hired for identified students in 3-5 grade through 20 Day funding. Read 180 and System 44 was implemented in EIP self-contained and Special Education small group setting.	M
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

**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><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>

Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	Offer Advanced Content Math and ELA instruction in 4 <sup>th</sup> grade	ELA and Math Milestone results	AC Math and ELA teacher  Administration	AC Curriculum and ongoing professional development from gifted dept.	Identified students participated in AC Math and ELA classes in 4 <sup>th</sup> grade. This resulted in greater than 75% of AC students scoring in Distinguished performance category (4) in ELA and Math.	M
	Implement classroom cluster models for ESOL and Gifted clusters	ACCESS testing results and Milestone Assessment results	Administration  Identified grade level teachers  ESOL teachers  Gifted teachers	ESOL and Gifted endorsed classroom teachers	ESOL and gifted cluster models were implemented in all grade levels. Students consistently displayed growth in reading and math performance.	M
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>Using daily guided reading instruction and Implementing new K-2 ELA Adoption, System 44</li>   <li>Utilizing IXL, grade level math incentive programs, Math Pro/Math Master student recognition program</li>   <li>Implementing career and college lessons and portfolios</li> </ol>	<p>Reading Inventory</p> <p>2.IXL, Math Pro/Master</p> <p>100% completion rate</p>	<p>K-5 certified teachers</p> <p>K-5 certified teachers</p> <p>guidance counselors</p>	<p>RI Assessment and new ELA adoption materials</p> <p>IXL, Math Pro/Master</p>	<p>K-2 Classroom teachers implemented guided reading instruction and continue to familiarize themselves with the components of the new ELA adoption</p> <p>Teachers implanted a variety of math incentive programs that were results oriented. IXL subscription was discontinued in lieu of a more cost-effective and interactive incentive program.</p> <p>100% of 5<sup>th</sup> grade students completed a career portfolio. Career and college lessons were provided by counselors and guest speakers on Career Day for all grade levels.</p>	<p>IP</p> <p>IP</p> <p>M</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>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

**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> (Due September 1, 2016)</p>					
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p> <p>Collect and evaluate stakeholder perception data through quarterly School Council Committee meetings</p>	<p><b>Measured by:</b></p> <p>AdvancED community survey  School Council Committee election</p>	<p><b>Owner(s):</b></p> <p>Community and Parent Relations Action Team  School Council Committee</p>	<p><b>Resources Needed:</b></p> <p>stakeholder survey</p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p> <p>Stakeholder feedback and perception data was collected through the AdvancED survey and discussed at quarterly School Council Committee meetings.</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p> <p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Investigate opportunities to increase parent involvement within ESOL student population</p>	<p>AdvancED community survey  ACCESS test results</p>	<p>CPR Action Team  Administration</p>	<p>Support from ESOL consultants</p>	<p>ESOL parent involvement was increased through communication efforts and activities coordinated by our Community Public Relations Committee.</p>	<p>M</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><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>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Screen, interview, and select highly qualified candidates that have ESOL and Gifted endorsements</p>	<p>Teacher Effectiveness Measure  TKES observations</p>	<p>Administration</p>	<p>Larger pool of highly qualified candidates with ESOL and Gifted endorsements</p>	<p>Administration and select staff conducted interviews for available positions. Resumes were collected at the CCSD Job Fair in March. Three out of four new staff members for the upcoming school year have ESOL and/or gifted endorsements.</p>	<p>M</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. (AD)</p>	<p>Provide year-long professional learning opportunities; team collaboration; mentor program, monthly new teacher meetings</p>	<p>TKES platform</p>	<p>K-5 Certified teachers and Administration</p>	<p>Grants; Professional Learning funds</p>	<p>Year-long professional development was provided through STEM and Leader in Me local school initiatives. Monthly new teacher meetings were continued on an "at needs" basis. Teachers new to the school were assigned a mentor.</p>	<p>M</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

Use results of TKES and LKES to improve professional performance (IE <sup>2</sup> )	Improve teacher performance through timely feedback, conferencing, documentation, individualize professional learning	TKES Full and Flexible observation cycles and formative assessments	Administration	TKES online platform	Teachers were provided feedback in a timely manner through the TKES platform and through individual conferencing.	M
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						