

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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Organize teachers into content data teams who will develop balanced common assessments to be used to collect data for the adjustment of instruction. Teachers will monitor standard mastery producing a class average of 80% mastery on summative assessments.</p>	<p>Data Team minutes, common assessments Teacher Summative class averages</p>	<p>Academic Coaches/ Admin/teachers</p>		<p>Teachers were organized and developed balanced common assessments. However, there was lack of adjustment to instruction. In those cases where student mastery was below 80%, teachers intervened through remediation and students re-tested to show proficiency on summative assessments.</p>	<p>IP</p>
<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>Continuing to implement FFAS in all subject areas during the Fall Semester with 60% of teachers using at least once per quarter starting in January.</p>	<p>60% of teachers delivering FFAS at least once per quarter starting in January</p>	<p>Admin/Coaches/ TTIS</p>	<p>TTIS support as needed</p>	<p>100% of ELA teachers implemented FFAS assessments each quarter. However, we did not meet our goal in the other core contents. The Social Studies department began utilizing CTLS more as the year progressed.</p>	<p>IP</p>

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Differentiate professional learning based on needs assessment of faculty, producing a planned monthly training with classroom follow up for monitoring, modeling, and feedback for 100% of our academic core teachers.</p> <p>Structure professional learning times during planning once per month to maximize instructional time.</p>	<p>Teacher Survey and walk through data from coaches showing % of teachers being monitored.</p> <p>Teacher sign-in sheets for PL's throughout the year</p>	<p>Coaches and Admin to support monitoring and feedback.</p> <p>Coaches and Admin to support monitoring and feedback.</p>		<p>Professional Learning was differentiated according to content area and needs at least once per month. Training was provided as well as modeling. District coaches were invited in to help support and provide follow-up and feedback for teachers.</p> <p>Professional Learning was differentiated according to content area and needs at least once per month.</p>	<p>M</p> <p>M</p>																
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Using RI scores to target students for extended instruction in mornings and Saturday Schools to increase percentage of students reading on grade level by 10%</p>	<p>Pre and post test scores on RI</p>	<p>ADMIN/Coaches</p>	<p>\$2,500 for tutoring salaries</p>	<p>Reading percentages for students across each grade level increased.</p> <table border="1" data-bbox="1551 776 1908 906"> <thead> <tr> <th>Grade</th> <th>Aug. Scores</th> <th>May Scores</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>776</td> <td>843</td> <td>67</td> </tr> <tr> <td>7</td> <td>853</td> <td>934</td> <td>81</td> </tr> <tr> <td>8</td> <td>871</td> <td>957</td> <td>86</td> </tr> </tbody> </table> <p>Students were targeted using RI and Milestones scores. Students were offered Saturday school and morning tutoring opportunities. We also started implemented XLT (Extended Learning Time) in February using RAZKids reading program to support some of our lower readers who were not able to make it to tutoring and Saturday School. We were able to increase the number of students reading On-Grade Level in 6th by 9%, 7th by 8%, and 8th by 10.6%.</p>	Grade	Aug. Scores	May Scores	Growth	6	776	843	67	7	853	934	81	8	871	957	86	<p>IP</p>
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<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Using MI testing data, we will invite identified students to “acceleration” meetings in the mornings and on Saturdays to decrease the number of students in the below basic by 10%</p>	<p>MI testing results at beginning, Middle and End of year aligned with the identified students who will be invited to sessions.</p>	<p>Math Coach and Math Teachers</p>	<p>\$2,500 for tutoring salaries</p>	<p>Students were targeted using MI and Milestones scores. Students were offered Saturday School and morning tutoring opportunities as well as after school tutoring. Our 6th grade students performing Below Basic dropped from 59.2% to 39.1%, 7th grade dropped from 61.2% to 40.2% and 8th grade dropped from 67% to 48.9%.</p>	<p>M</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Revamp RTI process to include providing a variety of instructional strategies for all teachers to implement at each level of the RTI process (pre-planning training)</p> <p>Continue the mid-year at-risk of retention letter showing a decrease in number at end of year.</p> <p>Increase number of students academically completing each grade level by 10%, (For beginning benchmark, use number of placed and retained students for all grade levels.)</p>	<p>RTI Data along with training materials and signing sheets from trainings.</p> <p>Number of letters sent out compared to the number of retentions at end of year.</p> <p>End of quarter grades; pod meetings in each grade level discussing students' progress end of year placement, promotion, and retention lists.</p>	<p>Admin/ counselors</p> <p>Admin and Counselors</p> <p>Teachers, Grade Level Admin, Counselors</p>		<p>The RTI process was revamped and a whole new process XLT (Extended Learning Time) was implemented in February to address reading deficits our below grade level performing students. We were down a counselor until end of January which delayed our implementation.</p> <p>We sent mid-year “at-risk of retention” letters along with information on tutorial opportunities and Saturday Schools. We sent out over 400 letters but retained less than 20 students.</p> <p>We conducted pod meetings at each grade level to discuss students and their progress. However, because of changes in administration, we did not have a complete list of placed kids from last year. We have saved this year’s spreadsheets so that we have our starting point for next year.</p>	<p>IP</p> <p>M</p> <p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Implement weekly DRAW lessons to include constructed responses in each of the 4 content disciplines to increase reading and writing scores by 10%.</p>	<p>Unit plans, lesson plans, walk throughs, SRI scores Pre and post writing scores using Essay Score. Starting during the second Quarter.</p>	<p>Coaches/Admin</p>	<p>PL training for new teachers and subscription to Essay Score.</p>	<p>We were not able to secure Essay Score but our teachers did continue with our weekly DRAW lessons. We implemented training and support to our new teachers on DRAW during the summer and throughout the year. Overall, our reading scores improved while we slipped in writing in 6th and 7th.</p>	<p>NM</p>
	<p>Starting in 2nd 9 weeks, increase rigor commensurate to testing data by requiring each content and connections teacher to give one essay summative per nine weeks with two page minimum and a focus on informational or argumentative writing.</p>	<p>Lesson Plans, Data Team minutes</p>	<p>Academic Coaches and teachers</p>		<p>Due to staffing concerns and time constraints with our academic coaches, we were not able to implement. We are looking to adjust and try again this upcoming year.</p>	<p>NM</p>
	<p>Provide at least 5 accelerated Saturday Schools for advanced students in order to increase their performance on Iowa and Milestone exams.</p>	<p>Scholar sign in sheets for Saturday School along with Iowa and Milestone scores.</p>	<p>Admin</p>	<p>\$2,000 for Salaries and supplies for Saturday School</p>	<p>We were able to provide 2 accelerated Saturday Schools to prep our advanced students for the PSAT test. Over 69 students attended the 2 Saturday classes and these students, when compared to other AC students who did not attend these classes, had over a 10 point higher average score on the PSAT. We have already scheduled 5 accelerated Saturday School sessions for the upcoming year for both the PSAT and the IOWA/Milestone preps.</p>	<p>IP</p>

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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>						<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>		
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Supply each teacher with 5-7 iPads in each classroom to create technical classrooms and to support the STEM initiative.</p>	<p>Applications and surveys given to students and teachers</p>	<p>Technology Committee</p>		<p>Teachers were presented with 5-7 iPads to be used in their rooms for technology integration, engagement and increased rigor. Since our STEM focus has changed from whole school to academy, we are continuing to use the iPads assigned to the STEM teachers for support.</p>	<p>M</p>	
	<p>Expand the Learning Commons to include a Maker's Space.</p>	<p>Sign up logs showing use by teachers and students</p>	<p>Media Specialist and Admin</p>	<p>\$5,000 for furniture and equipment</p>	<p>We have been able to expand the Learning Commons and opened our Maker's Space in April. Several classes at all grade levels were able to use this space to create various things including Tiny Homes made of discarded items.</p>	<p>M</p>	
	<p>Pilot innovative model in 3 classrooms for ELL students, combining them with regular ed students in order to increase student achievement in ELL population by 10%</p>	<p>Control group and test group common assessments</p>	<p>ESOL teachers, with guidance and monitoring from Admin and coaches</p>	<p>Scheduled classes; ESOL resources for teachers; ESOL-specific training for teachers</p>	<p>We were able to identify 3 classrooms for our ELL students. However, due to personnel limitations and buy-in, our students did not grow at the rate we expected. It is also noted that the ACCESS test changed this year becoming more rigorous. This skewed any comparison data from last year to this year.</p>	<p>NM</p>	

<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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 (S)</p>	<p>1. We will use Read180 to provide targeted support for our lowest reading students each quarter showing a Lexile gain in 60% of our students.</p> <p>2. We will offer after school, before school as well as Saturday acceleration times. 60% of students attending will show a gain in their RI scores.</p> <p>3. Identify students who based on Milestone Data are behind grade level in reading and math. Once Identified, these students will be provided with mentors who will monitor their progress. These students and parents will be encouraged to attend various tutoring sessions either before, after or on Saturdays helping 40% of these students move up a grade level by the end of the year.</p>	<p>Pre and post test results</p> <p>Attendance logs for acceleration times along with RI pre and post scores</p> <p>Milestone scores, Attendance logs to tutoring sessions, pre and post test scores</p>	<p>Read180 teacher and Admin</p> <p>Acceleration teachers, coaches and admin</p> <p>Coaches, Admin and Acceleration teachers.</p>		<p>Read 180 students grew their Lexile scores from August to May by 21.5% average 87% showed growth.</p> <p>We offered after school, before school & Saturday School for acceleration purposes. Due to personnel changes, the attendance logs were inadvertently deleted. We plan to continue this next year and will develop a master roster which will be sent weekly to C&I Admin to monitor.</p> <p>Students were identified and each student was assigned a mentor who provided support, and met with mentees most weeks to track progress and provide encouragement. Parents were contacted and provided information about tutoring sessions. Some were able to attend Saturday school for help as well as tutoring sessions. The number of students testing Below Grade Level in Reading on the Milestones decreased in all grade levels as did the number of students below grade level in Math.</p>	<p>M</p> <p>IP</p> <p>IP</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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Obtain STEM Certification by May 2017.</p> <p>Increase by 20% the number of students participating in the science fair over last year's total.</p>	<p>Science, Math, Technology, and Arts grades and participation</p> <p>Number of students participating in the science fair this year compared to last year</p>	<p>Coaches and STEM Committee</p> <p>Coaches, STEM Committee, and teachers</p>		<p>With a change in personnel, we have readjusted our STEM focus from whole school to more of the STEM academy model. We have a committee in place that will be planning over the summer to implement on July 31, 2017.</p> <p>We designed our science fair differently this year. The teachers did Project Based Learning assignments in which students tackled scientific problems and presented their projects in their classes in which students tackled scientific problems and presented their projects in class. Then the top projects were entered into the school science fair. Because of the shift to a model with more rigor and student engagement, we were unable to compare this year's model with last year's model. However, we did send 6 projects to the regional fair in which our students competed and placed as compared to no entries the previous year.</p>	<p>IP</p> <p>IP</p>

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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Conduct Stakeholder planning meetings to gain input from parents, students, faculty, staff and community members and increase the number of participants by 20% from last year's total of 43.</p>	<p>Survey results and sign in sheets</p>	<p>Principal and Admin team</p>		<p>We were able to hold several stakeholder planning meetings this year. One of the meetings was held on April 13 for our parents, community members, and school leadership. We also conducted grade level student representative input meetings as well as teacher input and Building Leadership Team meetings. The information gathered at these meetings was used to help guide our SSP planning for next year.</p>	<p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Title I school – See Parent involvement plan</p>				<p>We held curriculum nights, Title I meetings, conducted call-outs, and conference week correspondence.</p>	<p>M</p>

Other: (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.*

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met

<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Actively seek teachers for vacant positions who are qualified and want to work in a title 1 school.</p>	<p>Teachers hired and retained</p>	<p>Principal and CCSD HR department</p>		<p>We used all means of seeking out our teachers for this coming year. We have hired 14 teachers for next year. One from Pennsylvania, Washington, Texas, and Illinois – all via Skype interviews. These educators were relocating to the Atlanta area and these individuals averaged over 10 years of teaching experience. We also used Skype and Google Hangout to interview teachers from South Georgia. I met applicants at restaurants at their convenience and I also sought after two teachers who had ties to Griffin. I also had a counselor opening, and I approached a friend with 18 years of counseling experience to join our team.</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. (IE²)</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. (IE²) (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>Create a staff development program that is specific to Griffin and ensures that teachers are effectively trained on an ongoing, monthly basis.</p>	<p>Surveys and historical and current walk-through classroom data as well as sign in sheets from trainings</p>	<p>Academic coaches and admin</p>		<p>We were able to do several staff developments trainings, including CTLs, ESOL strategies, content specific differentiated training, as well as District-led PLs. We also did ongoing RAZKid reading training for our newly revamped RTI program. As well as a PBIS Rewards training was implemented to help with our PBIS initiative. We are still working on developing PLC specific PLs for next year.</p>	<p>IP</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>	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Academic coaches will spend 70% of their time in classrooms from August 1 through December focusing on teacher weaknesses that show up during walk-throughs and formatives, using data to drive instruction, differentiating based on formative data collection, and providing an academically challenging environment</p>	<p>TKES data and Coaches time logs</p>	<p>Academic Coaches and Admin</p>		<p>Our Academic Coaches did spend time in classrooms however, because of unforeseen needs of several specific teachers the coaches were not able to focus their time on this goal. Instead, coaches spent over 40% of their time helping specific teachers who struggled with classroom management, instructional planning, and instructional strategies. The fact that each coach taught at least one class out of necessity diminished their time in classrooms. This next year we have revamped their schedules to allow them to be full time coaches thus allowing them to be in the classrooms the 70% of time that we had hoped for this year.</p>	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						