

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)					
Focus Priorities: (Based on priorities identified by IE², 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)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	Train staff on how to access RI and MI scores in CTLS as well as analyze assessment results created using FFAS.	Student data in CTLS	Staff	FFAS training CTLS training	Training completed. Teams implemented FFAS assessments using CTLS.	M
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Train staff on data analysis and have staff participate in a yearlong professional development course on data teams	Staff will self-identify comfort level on data usage Information gathered through data teams	Staff	County Trainers Staff data PLC to train staff regarding data teams	Completed year-long data team training and began implementation of data teams using information for CTSL and other sources	IP
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)	a. Grade level/data teams will create formative assessments using FFAS b. Use formative assessments and other data collected through FFAS to drive instruction.	a. The number of formative assessments created by quarter and unit. b. Touchstones, RI, MI, TKES	a. Grade level/team data b. Admin. /Teachers	Collaborative time to develop assessments Training on FFAS	a. Completed and utilizing CTLS b. This has been done and teachers/teams will continue to meet collaboratively to improve instruction.	a. M b. IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>The staff is continuing with implementing The Leader in Me initiative based upon Covey's 7 Habits of Highly effective People. All certified staff received training during preplanning on how to Align Academics with the Leader in Me program. This program allows for personal and professional development of our teachers as well as a cultural shift for our students as they learn effective strategies which impact their personal and academic growth.</p> <p>Students will begin to keep a data notebook and analyze academic progress through goal setting.</p>	<p>Attendance/ Staff participation</p> <p>Mission statements posted by teachers and class.</p> <p>Student and teacher data notebooks.</p> <p>Goals and attainment of goals by students</p>	<p>All Staff and students</p>	<p>Leader in Me Training</p> <p>7 Habits Materials</p> <p>Data Notebooks</p>	<p>Completed Leader In Me training, Teams developed grade level goals based on data. Students implemented data notebooks to set their own goals and analyze their progress.</p>	<p>M & IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>20 day funds will be used to fund a certified teacher to implement the Read 180 program.</p> <p>The I-Read program will be used for students in grades K-2.</p> <p>Continue implementation of guided reading consistently in grades k-5</p>	<p>SI scores and Milestone scores</p> <p>Teacher input</p> <p>Student Data collection through data notebooks</p> <p>RI, DRA, TKES</p>	<p>Staff and certified tutor</p> <p>Admin./ Teachers</p>	<p>Tutor and resources needed to instruct using the Read 180 program and I-Read</p> <p>DRA training</p>	<p>20 day funds were used to implement the Read 180 program and students who participated gained an average of 169 lexile points.</p>	<p>M and continuing</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Daily number talks are performed to increase mathematic competency</p> <p>Guided math groups will be implemented in all classrooms to provide additional support for students that need remediation or enrichment.</p> <p>GLOSS/IKAN scores will be used to determine where students have gaps and the remediation materials provided by the county assessment office will be used to close the gaps.</p>	<p>MI scores</p> <p>GLOSS/IKAN scores and teacher input</p> <p>Student Data collection through data notebooks</p>	<p>Staff and county support</p>	<p>Number Talk training for new staff</p> <p>Trainings for teachers on guided math groups and also on the use of GLOSS/IKAN support materials</p>	<p>Teachers deliver Number Talks Daily.</p> <p>Guided math groups are used in a majority of our classrooms with continued support to improve this instructional delivery.</p> <p>All teachers have been trained and utilize this instrument. However, it is not being used to its fullest potential as remediation materials have not been fully accessed by teachers.</p>	<p>IP</p> <p>IP</p> <p>NM</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Identify students in danger of retention in January and provide after school tutoring</p>	<p>Triangulation of data using a combination of the following SI/MI/DRA/ GLOSS/IKAN /FFAS/Light's Retention Scale/Teacher input</p>	<p>Staff and certified tutors</p>	<p>Tutors and resources to use in tutoring</p>	<p>We triangulated the data to make educationally sound decisions about retention. We provided tutoring for 23 at-risk students. 6 of the students were promoted to the next grade level.</p>	<p>M</p>
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></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 IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p><u>Focus Priority Status:</u> 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>Implement <u>The Leader in Me</u> Program which includes student set academic goals and tracking progress.</p>	<p>Staff participation in training Student data notebooks and student led conferences</p>	<p>Staff and students</p>	<p>Program and training provided by MESF (foundation) Collaboration time with PLC to determine data tracking pieces and goals for all students Student LIM notebooks and workbooks</p>	<p>The LIM initiative helped us create a goal for CCRPI under Personalized Climate. We decreased office referrals from 302 for the 15 -16 SY to 143 in the 16 – 17 SY</p>	<p>M</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>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 (S)</p>	<p>1. EIP services/I-Read and Read 180 programs 2. GLOSS/IKAN remediation materials 3. RTI support/interventions</p>	<p>Formative and summative assessments</p>	<p>Staff</p>	<p>Remediation materials</p>	<p>1. Provided Reduced class model for all EIP students and offered the I-Read (all K-2) and Read 180 programs 2. All teachers trained, but we have room to grow with our use of the remediation instructional materials 3. Monthly collaboration provided.</p>	<p>1. M 2. IP 3. M</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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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>
	<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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ol style="list-style-type: none"> 1. Hold regular PTA and MESF (Foundation) meetings 2. Utilize Murdock’s Building Leadership (Mustang) teams. 3. Review SSP with School Council Members. Invite all parents to the meetings. 4. Inform Parents of Murdock’s accomplishments and concerns at the end of the year via a “State of Murdock” letter. 5. Hold meetings with parents-led by administration on various topics such as class placement , AC classes, How to read test results 6. Provide 7 Habits training for parents 7. Utilize Kids Hope program to mentor at risk students Distribute progress reports/updates to parents consistently K-5 	<p>Attendance at meetings</p> <p>Minutes at each meeting</p> <p>Letter mailed to all parents with report cards</p> <p>Weekly attendance of volunteers through PTA</p> <p>TKES</p>	<p>All stakeholders</p> <p>Admin and teachers</p>	<p>N/A</p>	<p>1, 2 & 3. We held regular meetings with all stakeholder groups. We shared our SSP, core values, mission and goals for the year.</p> <p>6. We began this process with grade level LIM nights.</p> <p>7. Provided individual support to at-risk students.</p>	<p>1, 2 & 3. M</p> <p>4. NM</p> <p>5. NM</p> <p>6. IP</p> <p>7. M</p>	

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Provide community activities:</p> <ul style="list-style-type: none"> • New Student Orientation/Murdock Mingle • Family Movement Night • Art/performance shows • Curriculum parent night for all grade levels • Rad Dad Dance • International Night • Science Fair • School Spelling Bee • Field Day • Reflections Participation • Fall Festival • Spring Fling • Screen on the Green • Coffee talk with administration for parents • Yearly parent/teacher conference with teacher • After School enrichment clubs 	<p>Attendance at each event by community, staff and students</p>	<p>All Stakeholders</p>	<p>NA</p>	<p>Significant stakeholder/community involvement</p>	<p>M</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Parents are given the opportunity to provide input on classroom environment and academic needs for their children.</p> <p>Weekly electronic communication provided to parents from both administration and the classroom teacher</p>	<p>Parent input forms</p>	<p>All stakeholders</p>	<p>NA</p>	<p>Improved parent – school partnership and best placement for students</p> <p>Provided consistent, regular communication with stakeholders</p>	<p>M</p> <p>M</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>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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend job fairs</p> <p>Create interview questions</p> <p>Create and develop a partnership with KSU for the mutual benefit of increasing student achievement as well as teacher preparation.</p>	<p>Attendance at job fair</p> <p>Development of interview questions</p> <p>Observation</p>	<p>Administration and teacher leaders</p> <p>Staff</p>	<p>NA</p>	<p>Found highly qualified teacher candidates</p> <p>Implemented a strong, systematic approach to interviewing</p> <p>Provided increased one on one support to 4th and 5th grade students</p>	<p>M</p> <p>M</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>	<ol style="list-style-type: none"> Encourage teachers to attend professional learning. Highlight county trainings in weekly communication to staff. Provide resources to teachers based on specific needs Provide new teachers with a mentor Provide quarterly professional articles to the staff regarding engagement strategies 	<p>Attendance at PL and overall TKES score of 3 or higher.</p> <p>Needs of the teacher based on observation or request</p> <p>Observation, self-reflection and collaborative meetings.</p>	<p>Staff</p>	<p>Awareness of PL opportunities and professional resources</p> <p>Collaboration time</p>	<ol style="list-style-type: none"> Significant increase in advanced degrees and endorsements. Increase in attendance at Professional conferences Teachers were provided with what they needed to do their jobs. Stronger relationships between veteran and new teachers. New teachers developed a greater comfort level with grade level curriculum and classroom procedures and Murdock routines. Not accomplished 	<p>M</p> <p>M</p> <p>M</p> <p>NM</p>

Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE ²)	Give support in area of concern by conferencing, professional reading, and release time to observe master teachers and/or attend professional development classes.	Observation/ Teacher growth	Staff	Collaboration time as needed	Improved performance in a majority of the TKES standards.	M
	Implement PLP if needed and provide support				Successful completion of PLP or removal from position	M
Other: (Specific to school, division, or area. Can be more than one.)	Celebrate teacher accomplishments	Track number of teacher celebrations	Staff	TBD	Improved moral	M
	Mentor Student teachers to provide support and potential recruitment of excellent teachers	Observe/Recruit			Made a significant contribution to the educational profession by mentoring student teachers.	M