

**2016-17 Cobb County School District Strategic Plan**

**Board Goal 1: Vary learning experiences to increase success in college and career pathways.**

<p><b>District Focus Priorities 2016-2019</b></p> <p><b>Focus Priorities:</b> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p><b>2016-17 Aligned Actions and Measurements</b> <i>(Due September 1, 2016)</i></p>					
	<p><b>Key Actions:</b> <i>(List as many actions as needed in each box.)</i></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> <i>(Due June 30, 2017)</i></p>	<p><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)</b> <b>(AdvED)</b></p>	<ul style="list-style-type: none"> <li>Hold principals accountable for local school data teams' utilization of student achievement data in CTLS</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of data team use of CTLS/student achievement data in local school processes</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Director of Personalized Learning and Assessment</li> </ul>			
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>Hold principals accountable for teachers' use of Student Progress Monitoring Data for instructional adjustment</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of use of Student Progress Monitoring Data in the data team process</li> <li>TKES data (disaggregated by domain)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Director of Personalized Learning and Assessment, Director of Evaluation Systems</li> </ul>			
<p>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></p>	<ul style="list-style-type: none"> <li>Hold principals accountable for teachers' routine use of Flexible Formative Assessments to identify and address individual student learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of data team processes, utilization of Flexible Formative Assessments through CTLS</li> <li>Student achievement data by content</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Director of Personalized Learning and Assessment</li> </ul>			
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>Hold principals accountable for alignment of Professional Learning Plan to identified teacher needs</li> <li>Monitor and support principals in effective implementation of Professional Learning Plan</li> </ul>	<ul style="list-style-type: none"> <li>School-level Professional Learning Plan</li> <li>Review of TKES data (disaggregated by domain)</li> <li>Student achievement data by content</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Director of Instruction and Innovative, Director of Personalized Learning and Assessment</li> </ul>			

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>Monitor and support use of universal screener (3 times per year), district-wide digital intervention solutions, and accelerated interventions for under-performing students</li> </ul>	<ul style="list-style-type: none"> <li>Review of data (Cabinet, principal)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Assistant Superintendent for T&amp;L, Assistant Superintendent for T&amp;L Support, Executive Director for Accountability, Research, and Grants</li> </ul>			
<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>	<ul style="list-style-type: none"> <li>Monitor and support use of universal screener (3 times per year), district-wide digital intervention solutions, and accelerated interventions for under-performing students</li> </ul>	<ul style="list-style-type: none"> <li>Review of data (Cabinet, principal)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Assistant Superintendent for T&amp;L, Assistant Superintendent for T&amp;L Support, Executive Director for Accountability, Research, and Grants</li> </ul>			
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<ul style="list-style-type: none"> <li>Identify trends in grade level retention/promotion and cohort graduation rates and address with principals</li> </ul>	<ul style="list-style-type: none"> <li>Review of data (Cabinet, principal)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Assistant Superintendent for T&amp;L, Assistant Superintendent for T&amp;L Support, Executive Director for Accountability, Research, and Grants</li> </ul>			
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>Correlate master schedule data (innovative processes, FTE maximization) to impact student achievement and pathway completion</li> </ul>	<ul style="list-style-type: none"> <li>FTE utilization</li> <li>Innovative practices</li> <li>Allotment utilization</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Supervisor for Scheduling and Allotments, Executive Director for Accountability, Research, and Grants</li> </ul>			

**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><i>Focus Priority Status:</i></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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>Facilitate “Idea to Implementation” process</li> <li>Participate in cross-divisional Impact Team</li> <li>Lead opportunities for local school, level, and district-wide innovation</li> </ul>	<ul style="list-style-type: none"> <li>Number of proposals confirmed for implementation</li> <li>Number of waivers used</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with principal, Impact Team</li> </ul>			
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>Identify and facilitate innovative best practices aligned to measureable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Number of proposals confirmed for implementation</li> <li>Number of waivers used</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with principal, Impact Team</li> </ul>			
<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>	<ul style="list-style-type: none"> <li>Monitor and support use of universal screener, district-wide digital intervention solutions, and accelerated interventions for under-performing students</li> <li>Implement consistent processes and accountability measures for cohort clean-up and credit recovery (graduation rate)</li> </ul>	<ul style="list-style-type: none"> <li>Review of data (Cabinet, principal)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Assistant Superintendent for T&amp;L, Assistant Superintendent for T&amp;L Support</li> </ul>			
<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>	<ul style="list-style-type: none"> <li>Review each master schedule for alignment to student population needs</li> </ul>	<ul style="list-style-type: none"> <li>FTE utilization</li> <li>Innovative practices</li> <li>Allotment utilization</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Supervisor for Scheduling and Allotments</li> </ul>			

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>Implement allotment process responsive to school and student needs</li> </ul>	<ul style="list-style-type: none"> <li>FTE utilization</li> <li>Innovative practices</li> <li>Allotment utilization</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Supervisor for Scheduling and Allotments, Director of Budget Services</li> </ul>			
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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> (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><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>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>						

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>Establish partnerships with leaders in faith-based, political, post-secondary, and business communities</li> </ul>	<ul style="list-style-type: none"> <li>Degree of increased partnership engagement (school, level, and district)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent</li> </ul>			
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**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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>Work with principals to support the recruitment and hiring of teachers best suited to schools.</li> </ul>	<ul style="list-style-type: none"> <li>Review of personnel retention data</li> <li>Collaborative events with post-secondary institutions</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with Human Resources</li> </ul>			
<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. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>Lead principal selection process</li> <li>Recruit high-performing leadership applicants</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in quality and timeliness of principal selection process</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with Human Resources</li> </ul>			
<p>Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b></p>	<ul style="list-style-type: none"> <li>Monitor teacher retention rates at schools</li> </ul>	<ul style="list-style-type: none"> <li>HR teacher retention data</li> <li>LKES Climate survey, standard 5</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with principal</li> </ul>			
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>Use TKES/LKES data to guide school improvement processes and targeted professional support</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Plan</li> <li>SSP (mid-year and end-of-year review)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Assistant Superintendent for T&amp;L, Human Resources</li> </ul>			

Fully implement and evaluate state system of teacher and leaders evaluation ( <b>TKES and LKES</b> ).	<ul style="list-style-type: none"> <li>Review TKES/LKES data and student achievement data</li> <li>Review compliance and quality relative to TKES/LKES feedback</li> </ul>	<ul style="list-style-type: none"> <li>TKES data</li> <li>LKES data</li> <li>Student Achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with principal, Human Resources</li> </ul>			
Use results of TKES and LKES to improve professional performance ( <b>IE<sup>2</sup></b> )	<ul style="list-style-type: none"> <li>Work with principals to use TKES/LKES data to guide school improvement processes and targeted professional support</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Plan</li> <li>SSP (mid-year and end-of-year review)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent in partnership with principal, Assistant Superintendent for T&amp;L, Human Resources</li> </ul>			
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	<ul style="list-style-type: none"> <li>Monitor and support fiscal management processes for school leaders</li> <li>Improve processes aligned to fiscal and property management</li> </ul>	<ul style="list-style-type: none"> <li>Audit report (general funds and ASP)</li> <li>Property control audit</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, in partnership with Financial Services</li> </ul>			