

(WL – World Languages; CVA – Cobb Virtual Academy; ESOL – English for Speakers of Other Languages; PLC – Performance Learning Center; Oakwood – Oakwood Digital Academy; AEC – Adult Education Center)

2016-17 Cobb County School District Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> 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>NA</p>	<p>NA</p>	<p>NA</p>			

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> • Share, analyze, and discuss AP, SLO, and formative assessment data with WL Department heads to determine adjustment needs in instructional strategies and resources (WL) • Develop, share, and train teachers on ACTFL proficiency based Student Can Do Statements and Student Can Do Statement self-evaluation tool (WL) • Use research-based strategies to address learning gaps (PLC, CVA, ESOL, WL) • Utilize success coaches to monitor progress and differentiate syllabi to meet student needs (Oakwood) • Provide all schools with target “Can Do Descriptors” for addressing EL student competencies (ESOL) • Monitor students Education Plans (SEP) and observe classroom instructions (AEC) 	<ul style="list-style-type: none"> • DH and teacher feedback, local assessment data • Teacher perception and usage survey data • Informal and formal classroom observations Pre/post Pass rate • Weekly student progress meetings • Pass rates • ACCESS scores to determine % of EL students meeting Title III AMAO objectives • Number of completions per class 	<ul style="list-style-type: none"> • Germán Suárez, Supervisor, World Languages Department • Teachers of all subjects • Lugenia Purnell, Ryan Fuller, Mae Wlazlinski, Germán Suárez • Ombudsman teachers, site directors, David Pearce • Mae Wlazlinski, ESOL Department • Francia Browne • Class teachers 	<p>ACCESS test</p>		
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<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>	<ul style="list-style-type: none"> • Develop and deliver a digital infrastructure for teacher collaboration and sharing of assessment items and resources (WL) • Determine content areas to create formative and summative assessments to monitor student progress (PLC) • Utilize hybrid teaching model that includes computer based instruction, teacher led small group instruction, independent student projects, and individualized instructional support as needed (Ombudsman, Oakwood, PLC, AEC) • Utilize Test of Adult Basic Education (TABE) and Best Plus Pre-assessment to determine weakness (AEC) • Review summative results for growth (AEC) 	<ul style="list-style-type: none"> • Number of items created at for each level and course • Quizzes, Pre and posttest • Pass rates • GALIS Reports • Increase completions 	<ul style="list-style-type: none"> • Supervisor, World Languages Department, Germán Suárez • Teachers of all content • Lugenia Purnell • Ombudsman teachers, site directors, David Pearce, Lugenia Purnell, Francia Browne • Francia Browne • Class teachers 	<p>Funding for Ombudsman contract</p>		
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<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"> • Develop and deliver hybrid professional learning opportunities for teachers on the use of digital tools/technology to equip teachers with student engagement strategies and resources (WL, CVA, AEC, ESOL) • Differentiate staff development based on areas of growth identified through classroom observations and pre-conference goal-setting (PLC, AEC, ESOL) • Offer ESOL Endorsement training for teachers • Attend staff development geared to improve teachers' efficiency such as: State conferences Local trainings (AEC) 	<ul style="list-style-type: none"> • PL participants feedback and sample implementation documents • Perception survey, course evaluation • Informal and formal observations, and individual teacher conferences • Number of teachers completing training • Increase completions 	<ul style="list-style-type: none"> • Supervisor, World Languages Department, Germán Suárez • Ryan Fuller, Francia Browne, Mae Wlazlinski • PLC Staff and administration • Francia Browne, Mae Wlazlinski • Mae Wlazlinski, ESOL Department • Francia Browne, Class teachers 	<p>Title III funds</p>		
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<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • Integrate reading novels/books in the ELA and Social Science classrooms (PLC) • Implement Reading Plus for all students reading at or below grade level based on their initial reading assessment (Ombudsman, Oakwood) • Increase completion rates in Reading 	<ul style="list-style-type: none"> • Student reading logs • Pre and Post STAR test results • Increase volunteer base to assist with small groups, or one on one lessons (AEC) 	<ul style="list-style-type: none"> • ELA and SS Teachers, Lugenia Purnell • Ombudsman Teachers, site directors, David Pearce • Francia Browne, Reading teachers 	<p>STAR and Reading Plus funded through Ombudsman contract (Oakwood)</p>		
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<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>	<ul style="list-style-type: none"> • Provide tutoring/extended day instruction to students who are failing (69% or below) their math classes (PLC, Oakwood, ESOL, WL, CVA, AEC) • Provide self-paced computer instruction, weekly small group teacher instruction, and individualized math support to increase math pass rate (Ombudsman/Oakwood) • Offer math camp for EL students to improve math skills and academic language in math (ESOL) • Implement small group instruction with weekly drills (AEC) • Increase availability of resources such as open lab sessions daily (AEC) 	<ul style="list-style-type: none"> • Sign-in log for attendance • Number of students passing math • Pre/post assessment ACCESS test • Post Tests results Completion rates 	<p>All Teachers Administration Lugenia Purnell, David Pearce, Mae Wlazlinski, Ryan Fuller, Francia Browne</p> <ul style="list-style-type: none"> • Ombudsman Teachers David Pearce • Mae Wlazlinski, ESOL Department EL Teachers • Classroom teachers 	<p>Educational Platforms funded through Ombudsman contract (Oak- wood)</p> <p>Title III funds</p>		
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<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<ul style="list-style-type: none"> • Provide tutoring/extended day instruction to students who are failing (69% or below) their classes (ESOL, PLC, CVA, Oakwood, Ombudsman, AEC) • Increase student attendance and pass rates (Oakwood, Ombudsman, PLC, AEC) • Utilize updated resources to increase number of students moving from Intensive Language program (IEL) to ESOL (ESOL) 	<ul style="list-style-type: none"> • Review of all student weekly grades • Completion rate (PLC) • Attendance rate, pass rate • Number of students moving from IEL to ESOL 	<ul style="list-style-type: none"> • All Teachers, Administration Mae Wlazlinski Lugenia Purnell, Ryan Fuller, David Pearce, Francia Browne • David Pearce, Ombudsman teachers, counselors, parents, students, and Director Lugenia Purnell Francia Browne • Mae Wlazlinski, ESOL Department, EL Teachers 			
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<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Increase teacher collaboration and sharing of resources (WL, ESOL, PLC) • Provide current & historical college & career data (ARG) • Decrease discipline referrals through incentives, scheduled conferences (PLC) • Increase attendance rates by utilizing contracts, student incentives, and daily communication with stakeholders (Oakwood, Ombudsman) • Establish collaboration and partnership within the community (AEC) 	<ul style="list-style-type: none"> • Participation, access rates and follow up with teachers and DHs • Number of reports requested (ARG) • Monthly discipline report (PLC) • Attendance rates • Meetings 	<ul style="list-style-type: none"> • Supervisor, World Languages Department, Germán Suárez • Ehsan Kattoula • Site Coordinator Clerk All Teachers Administration • Ombudsman Teachers, counselor, College and Career Coach, Media Specialist, and Director David Pearce • Francia Browne 	<p>Educational partner-ships (Oak-wood)</p>		
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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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <ul style="list-style-type: none"> Facilitate the implementation of World Languages Certification Flexibility (WL) Support local school innovations by providing access to online curriculum, platform, and consultation (CVA) Assist in planning, developing, and completing ESOL Innovative Delivery Model Proposals (ESOL) 	<p>Measured by:</p> <ul style="list-style-type: none"> Number of proposals confirmed for implementation Number of waivers used Number of participating schools (CVA) Number of proposals confirmed for implementation 	<p>Owner(s):</p> <ul style="list-style-type: none"> Ehsan Kattoula, Executive Director and Supervisor World Languages Department, Germán Suárez Ryan Fuller, Supervisor of Cobb Virtual Academy Executive Director and Mae Wlazlinski, Supervisor for ESOL 	<p>Resources Needed:</p> <p>ESOL/ Title III Department Staff</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>		

<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<ul style="list-style-type: none"> • Provide current & historical data to schools to aid in determining progress and trends (ARG) • Increase awareness of available language learning program models among local school principals and administrators (WL) • Increase number of schools utilizing online curriculum, platform, and consultation for embedded credit programs (personal fitness) (CVA) • Provide after school Tutoring to increase student success (Oakwood) • Update professional learning needs for administrators and teachers through AP and lead teacher trainings (ESOL) • Support attendance in professional conferences for admin and ESOL and general ed teachers • Pursue district-wide flexibilities in scheduling (ESOL) 	<ul style="list-style-type: none"> • Number of reports requested (ARG) • Number of group and individual informational sessions offered • Number of participating schools (CVA) • Pass rates • Participation in tutoring • Type of PLs provided by the ESOL/Title III Department • Number of admin attendees in these PLs • Number of teachers and other staff attending PLs. • Number of conference participants • Number of FTEs generated by the school on EL students 	<ul style="list-style-type: none"> • Ehsan Kattoula, Executive Director • Supervisor World Languages Department, Germán Suárez • Ryan Fuller, Supervisor of Cobb Virtual Academy • Ombudsman teachers, site directors, school counselor and David Pearce • Executive Director and Mae Wlazlinski, Supervisor for ESOL 	<p>Funding for tutoring</p> <p>Title III Funds</p>		
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<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • Increase use of student pacing guides to determine if students are on-track for course completion (PLC) • Improve reading scores by utilizing Reading Plus (Oakwood, Ombudsman) • Increase student math scores by providing Individualized teacher support for math • Increase student participation in credit recovery options 	<ul style="list-style-type: none"> • Teacher sign-off • STAR Pre/Post test results • Math pass rates • Pass rates for those participating in credit recovery 	<ul style="list-style-type: none"> • Teachers and counselor 	<p>Reading Plus STAR funded through Ombudsman contract</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>	<ul style="list-style-type: none"> • Identify and provide instructional resources to students and the community to increase opportunities for language development at various levels (WL) • Increase the number of students participating in MOWR (PLC) • Increase course offerings to provide additional student online learning opportunities (CVA) 	<ul style="list-style-type: none"> • Resource access data, perception survey • Number of students enrolled in college, technical school while earning HS credits • Number of course offerings (CVA) 	<ul style="list-style-type: none"> • Supervisor World Languages Department, Germán Suárez • Counselor, Site Coordinator, Administration • Ryan Fuller, Supervisor of Cobb Virtual Academy 			

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Increase support to CCSD high schools by providing an alternative non-punitive educational setting (All Alternative Ed programs) 	<ul style="list-style-type: none"> • All Alternative Ed Programs enrollment, Graduation Rate, Course completion 	<ul style="list-style-type: none"> • Ombudsman teachers, counselors, and David Pearce, Director (Oakwood) 			
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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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> • Increase the availability of language resources for parents and the community (WL) • Develop an Advisory for Accountability, Research & Grants • Develop an Advisory for Parents and Community to discuss CCRPI • Develop an Advisory for Parent and Community Stakeholders for development and monitoring of results of district Strategic Plan related to AdvancEd • Distribute annual AdvancEd surveys to parents, students and staff • Provide Interpretation/Translation Services for Non and Limited English Speaking Parents • Provide training workshops in understanding the translation & interpretation process, and in working effectively with translators and interpreters 	<ul style="list-style-type: none"> • Number of resources and items shared • Meeting schedule • Agendas • Attendance • Utilization of stakeholder feedback • Number of returned surveys (ARG) • Number of Requests • Attendance • Evaluations 	<ul style="list-style-type: none"> • Supervisor World Languages Department, Germán Suárez • Ehsan Kattoula, Executive Director for Accountability Research & Grants • U.S. Davidson, Executive Director for Alternative Education, Hilda Wilkins, Director of Accreditation and Continuing Improvement • Ehsan Kattoula, Executive Director for Accountability Research & Grants • Glynis Ramos-Mitchell, Supervisor/Coordinator, The International Welcome Center (IWC) 	<p>AdvancEd Surveys</p> <p>Local Funding</p> <p>Experienced Language Facilitators Support from ESOL and Technology Services</p>		
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	<ul style="list-style-type: none"> • Provide classes/workshops to assist families with transitioning and acculturating to the CCSD Community • Provide English and Computer Literacy classes • Provide Professional Development Classes in Foreign Language learning, Cultural Awareness, and Culturally Relevant best practices in the classroom • Identify appropriate services and communicate these services for Migratory Education Program (MEP) parents to access • Develop a Parent Advisory Council (PAC) to address the special educational needs of migratory families enrolled in the CCSD Migrant Education Program (MEP) • Administer stakeholder surveys • Utilize survey results 	<ul style="list-style-type: none"> • Attendance • Evaluations • Attendance • Evaluations • Attendance • Evaluations • Number of services accessed • Agendas • Attendance • Results and number of returned surveys • Results and number of returned surveys 	<ul style="list-style-type: none"> • Glynis Ramos-Mitchell, Supervisor/Coordinator, The International Welcome Center (IWC) • Tiffany Honore, CCSD Title I Director 	<p>ESOL and Technology Services</p> <p>Support from Foreign Languages</p> <p>Title funding Support from GaDOE, MEP</p> <p>Support from Title I *CCSD MEP Advocate *Tutors *MEP Parents</p>		
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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<ul style="list-style-type: none"> • Seek stakeholder feedback at the end of each term (Oakwood, Ombudsman, CVA, PLC, ESOL, WL, ACE) • Increase parent and counselor awareness of CVA support resources • Create Advisory groups for teachers, admin, parents and community to discuss CCRPI, AMAO, and SLO (ESOL) • Increase the engagement of the Advisory Board members more in the operations of the center. (AEC, PLC) 	<ul style="list-style-type: none"> • Number of completed surveys responses • Meeting schedule/ attendance • Meeting schedule • Agendas • Attendance • Meeting schedule • Agendas • Attendance • Feedback/ Suggestions from members 	<ul style="list-style-type: none"> • David Pearce, Ryan Fuller, Lugenia Purnell, Mae Wlazlinski, Germán Suárez, Francia Browne • Ryan Fuller, Supervisor of Cobb Virtual Academy • U.S. Davidson, Executive Director for Alternative Education and Mae Wlazlinski Supervisor of ESOL • Lugenia Purnell Francia Browne 			
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<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Develop common district Strategic Planning Template to focus on and align actions across the district to meet identified goals and priorities • Monitor school and divisional SSP's for alignment, valid measurements, and annual reporting of results to stakeholders • Develop and report District Key Trend Data for planning purposes • Maintain District Accreditation through AdvancEd continually by meeting and exceeding standards • Increase partnerships with businesses/organizations within the community. (AEC, PLC, WL) 	<ul style="list-style-type: none"> • Alignment of SSP's from all schools and district divisions to district template • 100% of schools and divisions implementing SSP's • Key Trend Data reported on district website • Accreditation status • Number of contacts 	<ul style="list-style-type: none"> • Hilda Wilkins, Director of Accreditation and Continuing Improvement • Hilda Wilkins, Director of Accreditation and Continuing Improvement • Casey Jones, District Data Analyst and Statistician, Ehsan Kattoula, Executive Director of Accountability, Research & Grants • Ehsan Kattoula, Executive Director of Accountability, Research & Grants Hilda Wilkins, Director of Accreditation and Continuing Improvement, Principals, District Staff • Francia Browne Lugenia Purnell, Germán Suárez 	<p>Annual fee for AdvancEd</p>		
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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>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><i>Focus Priority Status:</i> 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>	<ul style="list-style-type: none"> Establish partnerships with external education organizations to facilitate the recruitment of HQ teachers for the Dual Language Immersion Program (WL) Develop a profile for hiring teachers who are highly effective in teaching diverse students (PLC) 	<ul style="list-style-type: none"> Number of partnerships Research-based screening process – i.e. Habermann 	<ul style="list-style-type: none"> Supervisor World Languages Department, Germán Suárez Administration 	<p>Support from Human Resources Executive Director</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>Not applicable</p>					

<p>Support local school teachers and leaders to improve retention rate. (IE²) (S)</p>	<ul style="list-style-type: none"> • Increase teacher/student conferences (AEC?) 	<ul style="list-style-type: none"> • GALIS Report 	<ul style="list-style-type: none"> • Francia Browne, Classroom teachers 			
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> • Develop and deliver a F2F professional learning opportunity to all WL teachers (Teacher Kick off and PL). (WL) • Implement department meetings to promote teacher collaboration by content (CVA, AEC) • Increase number of schools utilizing observation protocol underlining best practices (ESOL) • Increase implementation of PL on integrating WIDA ELD standards and content standards, differentiation strategies to teachers in schools (ESOL) 	<ul style="list-style-type: none"> • Increase meeting attendance • Meeting schedule and attendance (CVA) • Number of schools 	<ul style="list-style-type: none"> • Supervisor World Languages Department, Germán Suárez • Ryan Fuller, Supervisor of Cobb Virtual Academy, Francia Browne • U.S. Davidson, Executive Director for Alternative Education and Mae Wlazlinski Supervisor of ESOL 	<p>Rubric/ Checklist, TKES</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>Not applicable</p>					

Use results of TKES and LKES to improve professional performance (IE ²)	Not applicable					
Other: (Specific to school, division, or area. Can be more than one.)	<ul style="list-style-type: none"> • Create, distribute, and train WL administrators on a classroom observation tool for that aligns TKES with the Teaching Effectiveness for Language Learning (TELL) framework to improve effectiveness (WL) 	<ul style="list-style-type: none"> • Department head and teacher feedback on awareness and use of the tool. 	<ul style="list-style-type: none"> • Supervisor World Languages Department, Germán Suárez 			