

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 style="text-align: center;"><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">N/A</p>	
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	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. (AD)</p>	<ul style="list-style-type: none"> ➤ Collaborate regularly with the Key Data Team to analyze assessment data and adjust instructional strategies to engage students' interest and optimize innovative learning. ➤ Complete school wide data sheets quarterly. 	<ul style="list-style-type: none"> ➤ Common Assessments ➤ MI/RI ➤ Running Records ➤ Anecdotal Notes ➤ Rubrics ➤ Data Sheets 	<ul style="list-style-type: none"> ➤ Teachers ➤ Administrators ➤ Coaches ➤ Tutors 	<ul style="list-style-type: none"> ➤ iRespond ➤ CTLS ➤ Data Sheet 	<ul style="list-style-type: none"> ➤ Data Team meetings were conducted monthly. Smart goals were written and assessments were analyzed and data updated. ➤ Teachers completed school-wide data sheet quarterly and collaborated using the school-wide data to drive instruction. 	IP	
<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. (S)</p>	<ul style="list-style-type: none"> ➤ Conferencing with individual students in reading and writing to set personalized learning goals. ➤ Score student writing in vertical and horizontal teams using genre specific progressive rubrics, and Milestone rubrics. 	<ul style="list-style-type: none"> ➤ Classroom Assessments ➤ Anecdotal notes ➤ Running records ➤ Rubrics ➤ Conference Sheets and Data Notebook 	<ul style="list-style-type: none"> ➤ Teachers ➤ Administrators ➤ Coaches ➤ Tutors 	<ul style="list-style-type: none"> ➤ Data Sheet ➤ iRespond ➤ Conference forms ➤ Data Notebooks 	<ul style="list-style-type: none"> ➤ Reading and writing conferences were held with students using conference notes documenting growth and setting personalized learning goals for each student. ➤ Teachers collaboratively scored student writing. 	IP	

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Professional learning for all grade levels will focus on:</p> <ul style="list-style-type: none"> ➤ Integration of social studies and science to maximize student learning. ➤ Developing student engagement and inquire through the development of application based learning unit plans. ➤ Creating constructed response questions and implement writing across all content areas. <p>In addition:</p> <ul style="list-style-type: none"> ➤ Mentoring with new teachers and veteran teachers ➤ Collaboration among grade levels weekly 	<ul style="list-style-type: none"> ➤ Common Assessments ➤ MI/RI ➤ Running Records ➤ Rubrics ➤ Survey 	<ul style="list-style-type: none"> ➤ Coaches ➤ Teachers ➤ Tutors ➤ Administrators 	<ul style="list-style-type: none"> ➤ Professional Learning Materials ➤ Introduction of Writing Lab 	<ul style="list-style-type: none"> ➤ Teachers will continue implementing SLDS, CTLS, and Blackboard Learn resources to assist integration of social studies and science. ➤ Teachers collaborate during professional development on Wednesdays with teachers emerging into problem based learning to actively engage students. ➤ Teachers meet collaboratively to create constructed response questions. Writing lab introduced and students utilized learning to write across the curriculum during writing lab. ➤ Monday mentoring took place as well as grade level collaboration. 	<p>IP</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"> ➤ Differentiation is implemented through the workshop model to ensure individualized reading instruction for all students. ➤ Continue to maximize independent reading time through the workshop model and “Waking Up with Words” to increase student independent reading levels and stamina. ➤ Frequently monitor individual student progress through the use of running records and continued conferencing. 	<ul style="list-style-type: none"> ➤ RI ➤ SY44 ➤ iReady ➤ EOG 	<ul style="list-style-type: none"> ➤ Classroom Teachers, ➤ Title Tutors ➤ Special Education Teachers ➤ Administrators 	<ul style="list-style-type: none"> ➤ RI ➤ EOG ➤ iReady 	<ul style="list-style-type: none"> ➤ System 44/ was utilized for students performing below grade level. ➤ Implemented schoolwide reading initiative, “Waking with Words.” Teachers used the workshop model to increase student learning. ➤ Running records were used by teachers to monitor progress. ➤ Guided Reading and Strategy groups were taught by teachers. <p>SRI Advanced levels increased school wide and the number of Below Basic scores decreased school wide. The number of students Proficient increased while the number of Basic levels decreased.</p> <p>School-wide Reading</p> <table border="1" data-bbox="1591 961 1903 1263"> <thead> <tr> <th></th> <th>August</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>53</td> <td>139</td> </tr> <tr> <td>Proficient</td> <td>196</td> <td>257</td> </tr> <tr> <td>Basic</td> <td>189</td> <td>181</td> </tr> <tr> <td>Below Basic</td> <td>221</td> <td>135</td> </tr> </tbody> </table>		August	May	Advanced	53	139	Proficient	196	257	Basic	189	181	Below Basic	221	135	<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>	<ul style="list-style-type: none"> ➤ Continue Number Talk Strategies in all grade levels in order to provide students with essential computing skills. ➤ Continue problem solving strategies utilizing grade level graphic organizers and use of county wide rubric to identify areas of weakness. ➤ Provide additional school wide leveled math time to support students at individualized performance levels through morning math and classroom instruction. 	<p>MI iReady</p>	<p>Classroom teachers Title Tutors Special Education Teachers Specialist SOL teachers Administrators</p>	<p>Number Talks Book Computer MI iReady</p>	<ul style="list-style-type: none"> ➤ Teachers used Number Talks strategies in all grade levels including during morning math instruction. ➤ Problem Solving and the use of the county math rubric to identify areas of weakness. ➤ Morning math instruction provided additional math instruction to address personalized learning. <p>SMI Advanced levels increased school wide and the number of Below Basic scores decreased school wide. The number of students Proficient increased while the number of Basic levels decreased.</p> <p>School-wide Math</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>August</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>5</td> <td>105</td> </tr> <tr> <td>Proficient</td> <td>57</td> <td>241</td> </tr> <tr> <td>Basic</td> <td>171</td> <td>158</td> </tr> <tr> <td>Below Basic</td> <td>476</td> <td>174</td> </tr> </tbody> </table>		August	May	Advanced	5	105	Proficient	57	241	Basic	171	158	Below Basic	476	174	<p>IP</p>
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<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> ➤ Students receive support and interventions through special education, EIP, ESOL, and the RTI process. 	<p>MI, RI, SPED data points, and RTI probes, EOG, ACCESS</p>	<p>School Counselors, Title Tutors, Classroom Teachers, Special Education Teachers, and Administrators</p>	<p>RTI strategies, EIP resources</p>	<ul style="list-style-type: none"> ➤ Students were served using specialized instruction, EIP, and RTI strategies as needed. ➤ RTI implemented and monitored for teaches using the appropriate strategies and changing as needed. ➤ SRI/SMI was used to monitor student progress 	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue to decrease the number of office referrals and suspensions by implementing character education through the use of explicit vocabulary and classroom discussions.</p> <ul style="list-style-type: none"> ➤ School wide daily focus on one character word. ➤ Families will receive the introduction to character education through the use of character dinner dilemmas. 	<p>Discipline Reports</p>	<p>School Counselors, Title Tutors, Classroom Teachers, Special Education Teachers, and Administrators</p>	<p>Posters Dinner Dilemmas</p>	<ul style="list-style-type: none"> ➤ Character education words written on the front of agenda for students and parents. Character education words reviewed during morning announcements. ➤ Implement Character dinner dilemmas with students and parents. 	<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>
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Identify local school innovations through system flexibility to increase student achievement. (IE²)	Increase attendance by implementing a mentoring program. Staff mentors will concentrate on 10-12 students and make face-face contact on a weekly basis.	Attendance Reports	School Counselors, Title Tutors, Classroom Teachers, Special Education Teachers, Specialist, and Administrators	Staff	➤ We implemented mentoring program to increase the attendance rate of a small group of students in need.	IP
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
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)	<ul style="list-style-type: none"> ➤ Differentiated reading instruction through guided reading groups based on Lexile levels ➤ Differentiated math instruction (guided math) and Number Talks strategies individualized Morning Math ➤ Develop career portfolios, career lessons, and guidance counseling services 	RI MI Career Awareness Report	Teachers, Counselors, Media Specialist, and Administrators	Career portfolios materials Number Talks materials	<ul style="list-style-type: none"> ➤ Tutors hired for in-school tutoring differentiating using reading and math workshop and Systems 44. ➤ School-wide use of Number Talks and Morning Math Time. ➤ Implemented career lessons grades 2-5 through guidance counseling services. Career portfolios were completed 	IP
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><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>					
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>➤ Continue meeting with School Council, Partners in Ed, PTA, and the Acworth Business Association</p>	<p>Surveys Critical conversations with stakeholders</p>	<p>Parent Facilitator, Coaches, Guidance Counselors, Teachers, Stakeholders, and Administrators</p>	<p>District Title I AdvancEd Surveys</p>	<p>➤ Provided parent information flyers, email blast, parent call-outs, information posted on school website, and school marquee. ➤ Provided translator weekly to assist non-English speaking parents. ➤ School Council and Partner meeting held monthly.</p>	<p>IP</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>We will provide support for parents and community members and enhance our school-wide instruction by....</p> <ul style="list-style-type: none"> ➤ Providing parents with information and instructional resources to support students at home. ➤ Coordinate parent workshops for reading, writing, and math. ➤ Introduce character education to parents through the use of character dilemmas. 	<p>Surveys Critical conversations with stakeholders</p>	<p>Parent Facilitator, Coaches, Guidance Counselors, Teachers, Stakeholders, and Administrators</p>	<p>District Title I AdvancEd Surveys</p>	<ul style="list-style-type: none"> ➤ Parent Facilitator was available to assist parents with instructional materials for checkout for student learning at home. ➤ Title I parent chips and chat meetings for academic training and questions. ➤ Implement character education to parents through dinner dilemmas. 	
<p>Other: (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>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>					
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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ul style="list-style-type: none"> ➤ Attend Job Fairs and Hiring Fairs. ➤ Interview certified applicants with Highly Qualified status ➤ Utilize Cobb County Talent Ed ➤ School Hiring Committee 	N/A	Administrators and Interview Committee	N/A	<ul style="list-style-type: none"> ➤ The administrative team attended the CCSD job fair. ➤ Quality candidates were interviewed following the job fair. ➤ Talent Ed is utilized by the administrative team. ➤ School hiring committee interviewed candidates. 	IP
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)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	<p>Implement professional learning through "Coaching & Collaborations", "Monday Mentoring", and modeled/guided support in the classroom to provide teachers with the best practices for instruction and assessments.</p> <p>Pairing new teachers with a mentor teacher for support.</p>	TKES performance scores	Teachers, Coaches, and Administrators	TLE online platform	<ul style="list-style-type: none"> ➤ Academic coach provided "Coaching & Collaboration" once a month on Wednesday's during teachers' planning. ➤ Academic coaches provided mentoring meetings with new teachers on Monday afternoons. <p>New teachers assigned a mentor for the school year.</p>	IP
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Observe and communicate feedback to staff members to ensure they meet the requirements embedded in the TKES and LKES standards</p>	<p>TKES and LKES performance scores</p>	<p>Teachers and Administrators</p>	<p>TLE online platform</p>	<ul style="list-style-type: none"> ➤ Administrators will continue to provide teacher feedback to teachers during midyear and summative conferences. ➤ Administrators reviewed LKES data during midyear and summative conference. 	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						