

2016-17 Cobb County School District Strategic Plan

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

<p align="center">District Focus Priorities 2016-2019</p> <p align="center"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p align="center">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>						<p align="center">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p align="center">Key Actions: (List as many actions as needed in each box.)</p>	<p align="center">Measured by:</p>	<p align="center">Owner(s):</p>	<p align="center">Resources Needed:</p>	<p align="center">Results Of Key Actions: (Due June 30, 2017)</p>	<p align="center">N/A</p>	<p align="center">N/A</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>N/A</p>
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> • Using the data team process; examine monthly and/or quarterly reading and math common formative assessment data in CTLS • Differentiate instruction based on data from common assessments • <i>Revision: changed “weekly” to “monthly” from the data team process. Data is reviewed monthly and quarterly in all grades.</i> 	<p>Local and county assessments</p> <p>TKES Standards 2, 4 & 6</p>	<p>Teachers, Academic Coach, Administration</p>	<p>Academic Coach, TTIS, CTLS, iRespond, Administration</p>	<ul style="list-style-type: none"> • Monthly data team meetings were held to assess and communicate student growth • Using data, teachers made instructional adjustments based on student needs 	<p>M</p>	<p>M</p>

<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"> • Collaborative planning to create common formative assessments • Use data teams to discuss student progress, collaboratively score test items and implement strategies to ensure student mastery • <i>Teachers are creating assessments, however they are not consistently using CTLS, so we removed it.</i> 	<p>Create common assessments</p> <p>Review of assessment data</p> <p>TKES Standards 2, 4 & 6</p>	<p>Teachers, Academic Coach, Administration</p>	<p>Academic Coach, TTIS, CTLS, iRespond, Administration</p>	<ul style="list-style-type: none"> • Collaborative planning led to the creation of some common formative assessments across all content areas • Data teams did meet to discuss student progress to ensure student mastery. However, grade levels did not collaboratively score all assessments, due to departmentalization 	<p>IP</p> <p>IP</p>
<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"> • Based on results of Administrative walk-throughs and teacher TKES Self-Assessments provide differentiated professional learning to meet the needs of all teachers (Assessment Uses TKES Standard 6 and Academically Challenging TKES Standard 8) • <i>On-going</i> 	<p>TKES Walk-throughs and TKES Teacher Self-Assessment feedback</p>	<p>Teachers, Academic Coach, Administration</p>	<p>\$5000 in SFSD Professional Learning Funds</p>	<ul style="list-style-type: none"> • Professional learning opportunities were provided to meet the needs of teachers based on Administrative walkthroughs and TKES Self-assessments. 	<p>M</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> Teachers will use research-based reading instructional strategies to engage students in all core content areas. Use of support staff to implement research-based interventions to strengthen reading skills (EIP, ESOL, Reading Support and System 44 lab) <i>On-going</i> 	<p>-Quarterly reading data collection -Bimonthly analysis of Achieve 3000, Raz-Kids, <i>iStation</i>, and System 44 -DIBELS -SRI -Touchstones TKES Standard 3</p>	<p>Teachers, Academic Coach, Administration</p>	<p>Academic Coach, TTIS, CTLS, iRespond, Administration</p>	<ul style="list-style-type: none"> The percentage of students reading on grade level increased through teachers and support staff use of research-based instructional strategies evidenced by weekly/monthly Achieve 3000, System 44 and iStation data. 	<p>M</p> <p>EOG ELA (3-5) 2016=21.4% 2017=27.1%</p> <p>Percent Proficient or Advanced on the Reading Inventory</p> <p>2016 1st 32.2% 2nd 29.4% 3rd 36% 4th 22.4% 5th 42.6%</p> <p>2017 1st 61.5% 2nd 39.4% 3rd 49.1% 4th 37.5% 5th 31.8%</p> <p>M</p>
---	--	---	---	---	--	---

<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"> • Full implementation of the math workshop model to include guided math groups • Teachers use of research-based rigorous math strategies to engage students • Use of support staff to implement research-based interventions to strengthen math skills • <i>On-going</i> 	<p>-SMI -Touchstones -Local assessments <i>-SuccessMaker, Conceptua, Prodigy, First in Math</i></p> <p>TKES Standard 3 & 4</p>	<p>Teachers, Academic Coach, Administration</p>	<p>Academic Coach, TTIS, CTLS, iRespond, Administration</p>	<ul style="list-style-type: none"> • Walkthroughs and lesson plan reviews indicated that teachers and support staff are working toward full implementation of the workshop model and research-based strategies in math. 	<p>IP</p> <p>EOG Math 2016=24.6% 2017=26.6%</p> <p>Percent Proficient or Advanced on Math Inventory 2016 1st 58.3% 2nd 47% 3rd 24.3% 4th 27.3% 5th 47.8%</p> <p>2017 1st 41% 2nd 45.5% 3rd 26.8% 4th 45.1% 5th 26.9%</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • Identify students through RTI process and EIP program • <i>Use of support staff to implement research-based interventions to strengthen reading and math skills (EIP, ESOL, Reading Support and System 44 lab, iStation)</i> • <i>On-going</i> 	<p>RTI data: Based individual student progress <i>-SuccessMaker, Conceptua, Prodigy, First in Math, System 44, iStation</i></p>	<p>Teachers, Academic Coach, Administration</p>	<p>\$15,000 20 Day Funds</p>	<ul style="list-style-type: none"> • Below level students were identified through the RTI process and EIP assessments. These students received research-based interventions in math and reading in the regular classroom as well as through support services. 	<p>M</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Involve the local community in the development of a Career Day • Complete career activities and lessons across the curriculum • Partner with CHS ROTC to implement Junior Achievement Curriculum in K-5 homerooms (JA Day at Argyle) • <i>On-going</i> 	<p>Administrative monitoring by checklist of Career Awareness lessons taught by general and Special Education teachers Feedback from the JA.</p>	<p>Teachers, Guidance, Administration</p>	<p>No funds needed.</p>	<ul style="list-style-type: none"> • All College and Career Readiness events were successfully implemented. 	<p>M</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 (<u>Due September 1, 2016</u>)</p>						<p><i>Focus Priority Status:</i> 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: (<u>Due June 30, 2017</u>)</p>		

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>-ESOL Innovative Model -Departmentalize in grades 4-5 to allow teachers opportunity to become experts in fields -Implement the use of CTLS to increase efficiency with data collection monitoring and instructional interventions</p> <ul style="list-style-type: none"> • <i>Partial implementation of ESOL Innovative Model (1 classroom)</i> • <i>On-going</i> 	<p>ACCESS, SRI, SMI, CTLS, EOG Milestones</p>	<p>Teachers, Academic Coach, Administration</p>	<p>No funds needed.</p>	<ul style="list-style-type: none"> • Partial implementation of ESOL Model due to increased enrollment • Awaiting the results of EOG Milestones to measure effectiveness of departmentalization • Some grades used CTLS to analyze data 	<p>M IP IP</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>N/A</p>

<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) 	<ol style="list-style-type: none"> 1. Software: System 44, Achieve 3000, RazKids, <i>iStation</i> 2. Saturday Tutoring (<i>5th Grade Science and Social Studies remediation</i>) 3. Continue RTI and SpEd. strategies/interventions for those below grade level 	<p>SRI, SMI, EOG Milestones data</p> <p>RTI, CSIS, SpEd data in Goalview</p>	<p>Teachers, Academic Coach, Administration</p>	<p>-Software paid for through cell tower funds</p> <p>-\$20,000 in 20-Funds for tutoring</p>	<ul style="list-style-type: none"> • Successful implementation of all key actions 	<p>M</p> <p>EOG ELA (3-5) 2016=21.4% 2017=27.1%</p> <p>Percent Proficient or Advanced on the Reading Inventory 2016 1st 32.2% 2nd 29.4% 3rd 36% 4th 22.4% 5th 42.6%</p> <p>2017 1st 61.5% 2nd 39.4% 3rd 49.1% 4th 37.5% 5th 31.8%</p> <p>EOG Math 2016=24.6% 2017=26.6%</p> <p>Percent Proficient or Advanced on Math Inventory 2016 1st 58.3% 2nd 47% 3rd 24.3% 4th 27.3% 5th 47.8%</p>
---	---	--	---	--	--	---

						2017 1 st 41% 2 nd 45.5% 3 rd 26.8% 4 th 45.1% 5 th 26.9%
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	N/A
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						Focus Priority Status:
Focus Priorities: (Based on priorities identified by IE ² , 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)	NM = Not Met IP = In Progress M = Met	

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>-Implement Parent Surveys for Title I, SACS and School Climate</p> <p>-School Council</p> <p><i>On-going</i></p>	<p>-The analyzation of climate surveys to identify areas for improvement</p> <p>-Sign in sheets and minutes from School Council meetings</p>	<p>Title I Parent Facilitator, Administration</p>	<p>No funds needed.</p>	<ul style="list-style-type: none"> All key actions successfully implemented 	<p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>-Saturday Tutoring</p> <p>-Maintain open communication with parents</p> <p>-Partner with Cumberland Community Church</p> <p>-English classes to engage parents in the learning process with the goal of student success</p> <p>-Offer Spanish classes for Argyle staff in order to improve daily home-communication</p> <p><i>On-going</i></p>	<p>-Sign in sheets from tutoring and church activities</p> <p>-School website, newsletter, Parent-Link calls, communication folders</p> <p>-Sign in sheets from English and Spanish classes</p>	<p>Title I Parent Facilitator, Teachers, Academic Coach, Administration</p>	<p>-\$20,000 in 20-Day funds for Saturday tutoring</p> <p>-Rosetta Stone licences provided by County</p> <p>-Title I Parent Involvement funds</p>	<ul style="list-style-type: none"> All key actions successfully implemented 	<p>M</p>

<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>					
	<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>

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	-Attract highly qualified teachers through aggressive recruiting, being proactive during hiring fairs -Analyze references and TKES evaluations to gage effectiveness <i>On-going</i>	TKES evaluations, Title I requires that all staff are highly qualified	Leadership	No funds needed.	All key actions implemented	M
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	N/A
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	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)	-Provide differentiated professional learning to meet the needs of all teachers based on Administrative results of TKES walk-throughs, self-assessment and teacher surveys <i>On-going</i>	TKES Walk-throughs and TKES Self-Assessment	Leadership	\$9000 in SFSD	All key actions implemented.	M
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	N/A
Use results of TKES and LKES to improve professional performance (IE²)	-Align professional development according to TKES and LKES -Provide individualized support to assist in teacher growth <i>On-going</i>	TKES Walk-throughs, TKES Self- Assessment and TKES rating	Leadership	\$9000 in SFSD	All key actions implemented.	M
Other: (Specific to school, division, or area. Can be more than one.)						