

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 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)	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)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	<p>1. Re-teach non-mastered target areas and continuously practice with students how to frame their thoughts and answers in a written form that is logical, organized, and focused.</p> <p>2. Increase the academic performance area on the CCRPI Index in the areas of Achievement and Progress for Grade 3 and Grade 5 Grade (ELA and Math)</p>	<p>FFAS/CTLS Ongoing Assessments and Touchstones</p> <p>CCRPI Index</p>	<p>Classroom Teachers Literacy Coach Administrators</p> <p>Classroom Teachers Literacy Coach Math Coach Administrators</p>	<p>25 I-Respond Units</p> <p>Reading Series Materials</p>	<p>2.1 M- Teachers re-taught the non-mastered skills in class and during the day tutoring. There has been preliminary 2017 EOG data released, which indicates growth in writing from previous year. D2: Writing and Language 3rd Grade = 1.8 Extended Writing Task Idea 3rd Grade = 2.2 Extended Writing Usage 3rd Grade = 2.1 D2: Writing and Language 4th Grade = 1.7 Extended Writing Task Idea 4th Grade = 2.2 Extended Writing Usage 4th Grade = 2.2 D2: Writing and Language 5th Grade = 1.9 Extended Writing Task Idea 5th Grade = 2.9 Extended Writing Usage 5th Grade = 2.3</p> <p>22.2 IP - 2017 CCRPI Index has not been released in order to determine increase or decrease.</p>	<p>M</p> <p>IP</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>	<p>1. Analyze student performance data from Touchstones, RI, and CTLs Assessment by grade level teams for differentiated instruction during PLC meetings.</p>	<p>FFAS/CTLS Ongoing Assessments and Touchstones RI Assessment</p>	<p>Classroom Teachers Literacy Coach Math Coach Administrators</p>	<p>25 I-Respond Units</p>	<p>3.1 M – Staff Members have been trained in using CTLs data for differentiated purposes.</p>	<p>M</p>
	<p>2. Analyze student performance daily, weekly, or biweekly through the FFAS/CTLS process by grade level in Professional Learning Community Teams.</p>	<p>FFAS/CTLS Ongoing Assessments and Touchstones</p>	<p>Classroom Teachers Literacy Coach Math Coach Administrators</p>	<p>25 I-Respond Units</p>	<p>3.2 IP – School is working on providing consistent PLC meetings in all grade levels.</p>	<p>IP</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Provide in-depth Complete Reading Series professional development in reading and (August- November). Re-examine the different stages of reading development and guided math instruction for students.</p>	<p>100 %Teachers Completing the Early Literacy and Comprehension Trainings</p>	<p>Classroom Teachers Literacy Coach Administrators</p>	<p>Training</p>	<p>4. 1 M – 100% of classroom teachers participated in 30 hours of reading professional development from August - December.</p>	<p>M</p>
	<p>2. Increase the percentage of students reading on grade level before entering third grade by using iRead, Read180, and System 44 with our EIP students and providing tutors to support implementing reading strategies from the Complete Reading Series Trainings.</p>	<p>Compare quarterly data from iRead, Read 180, & System 44 Programs</p>	<p>Classroom Teachers EIP Teachers</p>	<p>iRead, Read 180, System 44 Licenses</p>	<p>4. 2 M - There has been preliminary 2017 EOG data released, which indicates 80.9% of third graders are reading on grade level. During the previous school year 61.1% of students were on grade level.</p>	<p>M</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Implement Saxon Phonics (K-3), Benchmark Phonics for grades K -2 (addressing decoding rules, spelling rules, syllabication, phonemic awareness, fluency, and phonics) with fidelity.</p>	<p>FFAS/CTLS Ongoing Assessments and Phonological Awareness</p>	<p>Classroom Teachers Literacy Coach Administrators</p>	<p>Saxon Refills</p>	<p>5. 1 IP – All K-3 classrooms use Saxon Phonics and Benchmark Phonics to address the phonics needs of students. The school is working on providing consistent instruction in all of the classrooms.</p>	<p>IP</p>
	<p>2. Implement Istation, iRead, Read 180, and System 44 as a tool to track student comprehension and Lexile levels in grades 1-5.</p>	<p>Compare quarterly iRead, Istation, Read 180 and System 44 Spreadsheet data</p>	<p>Classroom Teachers Literacy Coach Administrators</p>	<p>iRead , Read 180, System 44 Licenses</p>	<p>5. 2 M – Read 180 and System 44 were used by the EIP pull out teachers. A Lexile wall was created to track student Lexile levels. Students moving their Lexile level by 50 levels each grading period were given Brag Tags and invited to an end-of-the year Lexile Celebration. Lexile data was gathered from Istation. Preliminary EOG data indicates: 3rd Grade Lexile Median 680 (+90 increase) 4th Grade Lexile Median 770 (+5 increase) 5th Grade Lexile Median 975 (+95 increase). Fifty six percent of fourth graders on grade level & 76 % of fifth graders on grade level.</p>	<p>M</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>1. Group students for small group guided math instruction.</p>	<p>FFAS/CTLS CTLS Math Assessments</p>	<p>Classroom & EIP Teachers Math Coach</p>	<p>Strategies Guided Math</p>	<p>6.1 IP – Some students are grouped for small group guided math instruction for guided math based on common assessments. Preliminary EOG data indicates: the weighted math % in levels 2-4 (CCRPI) for all grades was 56.3% (6.3% increase from previous school year). There is a need for consistent rigorous small group math instruction.</p>	<p>IP</p>
	<p>2. Give students opportunities to daily practice and apply effective problem solving problems which require students to draw a model, solve problem with an equation, and explain answer in writing.</p>	<p>Touchstones, GLOSS, and MI Assessments</p>	<p>Classroom Teachers Math Coach</p>	<p>MI Software</p>	<p>6.2 IP – Teachers have begun to use Touchstones as formative assessments to guide instruction and continuously monitor students’ progress weekly.</p>	<p>IP</p>
	<p>3. Have a common vocabulary for math at all grade levels.</p>	<p>Math Walkthroughs</p>	<p>Classroom & EIP Teachers Math Coach</p>	<p>Number Talks</p>	<p>6.3 IP – Some meetings during common planning have focused on developing a common vocabulary and strategies (e.g. Number Talks).</p>	<p>IP</p>
	<p>4. Model and scaffold math lessons.</p>	<p>Math Walkthroughs</p>	<p>Classroom & EIP Teachers Math Coach</p>	<p>Nicki Newton’s Problem Solving with Math Models</p>	<p>6.4 IP - Math lessons have been modeled. A need to continue scaffolding lessons for mastery of standards.</p>	<p>IP</p>
	<p>5. Pilot Conceptua Math Program in Fourth Grade Classroom.</p>	<p>Math Walkthroughs</p>	<p>Fourth Grade Teacher</p>	<p>Conceptua Software</p>	<p>6.5 IP - Students in the fourth grade class used Conceptua math for entire school year with student math gains according to 2017 Preliminary EOG data.</p>	<p>M</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Identify students-at-risk through RTI process and EIP program.</p>	<p>RTI Data EIP Checklists</p>	<p>Counselor Classroom Teachers EIP Teachers Administrators</p>	<p>RTI Portal RTI Strategies</p>	<p>7 M - Teachers met with RTI coordinator weekly or biweekly about differentiated strategies used with struggling students. RTI data was collected weekly on the students moving throughout the different RTI Tiers. EIP-pullout- teachers kept a record of the progress of EIP students through Read 180, System 44, and EIP checklist.</p>	<p>M</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</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>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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>1. Flexible Schedule to implement creative writing and innovative technology activities for students through computer coding, animation creations, and graphic design in iMation Lab in order for K-2 students to increase and motivate writing performance.</p>	<p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p>	<p>iMation Writing Teacher Classroom Teachers</p>	<p>25 I-Respond Units</p>	<p>1 M - Coding programs and writing Apps/Software have been used to motivate and promote writing for K-5 students once a week during a Writer's Workshop period. Students use computer programs to present writing pieces.</p>	<p>M</p>
	<p>2. Restructure Schedules to provide additional instruction in reading and math for struggling learners.</p>	<p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p>	<p>Administration</p>	<p>25 I-Respond Units</p>	<p>2 M - Schedules were created to provide tutors for some of our struggling ELA and math students in grades 1-3 during the school day.</p>	<p>M</p>
	<p>3. Incorporate STEM Units with Reading, Writing and Math.</p>	<p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p>	<p>STEM Teacher Team</p>	<p>25 I-Respond Units</p>	<p>3 IP - STEM lessons were created by grade level. Teachers have begun to incorporate STEM lessons in core subjects or during the Target teacher's push-in talent development instruction.</p>	<p>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>

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>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 evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Conduct parent discussions and input through Parent Brown Bag Lunches</p> <p>2. Increase the parent return rate on surveys</p>	<p>Meeting Minutes Sign-in-Sheets</p> <p>30% Parent Return of Surveys</p>	<p>Administrators Parent Liaison Teachers</p> <p>Parent Liaison</p>	<p>Donated Funds for Food & Beverages</p> <p>None</p>	<p>1. NM - Scheduled Brown Bag Lunches were canceled because of scheduling conflicts</p> <p>2. IP - We had 18% of parents return Parent Climate Surveys</p>	<p>NM</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>1. Conduct individual EOG parent teacher conferences for all the students in grades 3-5.</p>	<p>Sign-in-sheets</p>	<p>Classroom Teachers Administrators</p>	<p>Scheduled Time Through School day</p>	<p>1. M - Teachers in grades 3-5 gave their parents a scheduled parent teacher conference time in order to discuss with parents their child's individual SAR report, formative CTLS data, Lexile progress, and extended writing prompt results. Parents left the meetings with ideas and strategies to help their children at home to prepare for the spring EOG assessment.</p>	<p>M</p>

Other:
(Priorities specific to school, division, or area. Can be multiple.)

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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>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>1. Seek to hire or new teachers who are proficient in technology, math, and science.</p>	<p>Certification</p>	<p>Administrators</p>	<p>H.R. Support Recruitments</p>	<p>1. M - All newly hired teachers are proficient in technology or have had training in STEM Instruction.</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>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>N/A</p>
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>1. Identify teachers who would benefit from opportunities for growth.</p>	<p>TKES Walkthroughs TKES Data</p>	<p>Administrators</p>	<p>TKES Training and Credentialed Review</p>	<p>1. IP- Eight teachers were identified to participate in the school district's STEM Academy. Four teachers were selected to participate in the school district's Teacher Leader Program in the areas of Math, Reading, Science, and STEM.</p>	<p>IP</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</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>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>1. Focus on TKES/LKES Standards in need of improvement and encouraging individual teachers to meet a level 4 TKES rating through staff development opportunities.</p>	<p>TKES Data Interrater Reliability Score</p>	<p>Administrators</p>	<p>TKES Training and Credentialed Review</p>	<p>1. M- Administrators were trained in rating teachers on the TKES Evaluation System and clearly defining what is a 2, 3, or 4 rating on the TKES Rubric through the interrater training.</p>	<p>M</p>

Other:
(Specific to school, division, or area.
Can be more than one.)

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