

## 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p style="text-align: center;"><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) (AdvED)</b></p>	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. <b>(AD)</b></p>	<p>Adjust instruction as needed based on learning needs of students based on data</p> <p>Provide students with differentiated activities based on individual learning needs through the workshop models</p> <p>Monitor student progress through Data teams</p> <p>Provide AC content to high level learners in 4<sup>th</sup> and 5<sup>th</sup> and rigorous Talent Dev. in K-3.</p> <p>Offer tutoring to the bottom 10% in reading and math</p>	<p>RI, SLOs, EOG &amp; Common Assess.</p>	<p>Admin and Teachers</p>	<p>Common planning(release time)</p>	<p>Common assessment outcomes – reported in CTLS/team data results</p> <p>Teachers made instructional adjusted as needed based on data</p>	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. <b>(S)</b></p>	<p>Develop common grade level assessments that align with CCSD frameworks</p>	<p>formative</p>	<p>Admin and Teachers</p>	<p>Planning time to build common assessments</p>	<p>Lesson plans – reviewed for common/ Varied assessments as well as Touchstones and Common Assessments were developed through CTLS</p>	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Allow staff to develop their own PLC groups and the plan for the year based on their own learning needs</p>	<p>TKES</p>	<p>Admin and Teachers</p>	<p>PL funds to send teachers to Leadercast and other various PL offered as well as any materials needed for their group</p>	<p>Staff had a clear focus in their groups. Some groups will continue with current PL and others will develop a new plan for 17-18.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Utilize the reading workshop model and non-fiction texts to increase reading skills provide tutoring as needed</p>	<p>RI, DRA</p>	<p>Teachers</p>	<p>myON, Reading A-Z, Study Island, 20-day money</p>	<p>Utilized the workshop models and offered tutoring to our struggling students. Students who were tutored saw a 17% increase in reading on the SRI SRI Lexile (reading) increases: 2nd -45%; 3rd – 26%; 4th – 22%; 5th – 44%; 2017</p>	<p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Utilize the math workshop model to increase math performance skills and provide tutoring as needed</p>	<p>Common grade level assessments, MI</p>	<p>Teachers</p>	<p>First In Math, 20 day money</p>	<p>Math workshop model was utilized and tutoring was offered to at risk learners SMI (math)-3rd – 35% increase; 4th – 33% increase; 5th – 39% increase</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue with RTI and SPED strategies for students that are low average and below grade level</p>	<p>RTI data</p>	<p>Counselors &amp; Teachers</p>	<p>Quick return of test results to drive instruction</p>	<p>RTI documentation; retention meetings with retention committees; post reports and communication logs were utilized to monitor at risk students</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ol style="list-style-type: none"> <li>1. Writing Lab Implementation</li> <li>2. STEM and Math Labs</li> <li>3. Teacher Collaboration</li> </ol>	<p>1 &amp; 2-growth from common assess., SLOs, EOG, IOWA, MI 3-team minutes</p>	<p>Admin and Teachers</p>	<p>Common planning/release time to review assessment data</p>	<p>Milestones results indicate an increase in both math and ELA scores</p>	<p>IP</p>

## 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>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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Learning Commons Math Lab Writing Lab</p>	<p>Assessments and Surveys</p>	<p>Admin</p>	<p>Support from CCSD personnel</p>	<p>Increased use of independent/ small group work in Learning Commons; Milestones results indicate an increase in both ELA and math scores from 2016</p>	<p>IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p>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 <b>(S)</b></p>	<p>1. Tutoring and Saturday Success 2. Tutoring and Saturday Success 3. RTI Strategies</p>	<p>1. Common Assess., RI, DRA 2. Common Math Assess., MI 3. RTI data</p>	<p>1 &amp; 2- Admin and Teachers 3-Counselors</p>	<p>20 Day Money</p>	<p>Offered tutoring to all at risk students SRI Lexile (reading) increases: 2nd -45%; 3rd – 26%; 4th – 22%; 5th – 44%; 2017 SMI (mathI-3rd – 35% increase; 4th – 33% increase; 5th – 39% increase Milestones results indicate an increase in both ELA and math scores from 2015</p>	<p>IP</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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<b><i>District Focus Priorities 2016-2019</i></b>  <b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)					
	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Utilize the stakeholder surveys as well as committees such as PTSA and School Council Based on stakeholder feedback we are utilizing social media sites such as Facebook and Twitter to communicate more with stakeholders	Survey data results	Admin	Minutes from meetings Summary and Action sheet from meeting	Survey data showed stakeholders are pleased with being involved and the innovation occurring at Baker, received a 5 STAR climate rating from the GADOE	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	Give parents monthly Reading Connection newsletters to promote reading at home Provide and promote parental involvement in career day, STEAMYPALOOZA Day, Author’s Tea	Survey data	Admin	Reading Connection Newsletter	Positive feedback from parents	IP

<b>Other:</b> (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.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Screen applicants thoroughly and interview with high expectations seeking only the best Utilize TalentEd, call references, ask rigorous questions regarding instructions, classroom management, collaboration, technology integration to select the most high qualified candidate and if possible take them to a classroom and see how they interact	TKES	Admin	TalentEd & Allotments early	ALL staff highly qualified; 6 staff members seeking advanced degrees	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. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (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. <b>(AD)</b>	Develop SFSD plans that focus on standards, student achievement and engagement and student progress monitoring	Surveys, lesson plans, TKES, PLCs	Admin and Teachers	CCSD personnel for various trainings	Offered staff development sessions on OneNote, Cohort 2 for CTLS training, STEM and own personal choice	IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Ensure high levels of student engagement are taking place within the classrooms	TKES	Admin	TKES portal updated; training for TKES/LKES	Calibration training received and activities redelivered to ensure interrater reliability	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						