

Re 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;"><u><i>Focus Priorities:</i></u> <i>(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 <u>(Due September 1, 2016)</u></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;"><u>Focus Priority Status:</u> 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. (S) (AdvED)</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. (AD)</p>	<p>1. Schedule Quarterly collaborative planning with focus on Reading, Math and Writing Assessment data</p>	<p>TKES walkthroughs/ monitor lesson plans for differentiation of instruction</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>Title I</p> <p>N/A</p>	<p>Quarterly release time was provided for 100% of staff for collaborative planning and assessment development.</p> <p>Teachers in K-5 meet weekly to review student data</p>	<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>	<p>1. Utilize the Flexible Formative Assessment System (CTLs) for Math and Science</p>	<p>Assessment data in CTLs</p>	<p>Teachers Administrators</p>	<p>N/A</p>	<p>100% of grade level K-5 teams meet to collaboratively plan and create common formative assessments</p>	<p>IP</p>
	<p>2. Administer quarterly Reading Inventory (District Universal Screener) Assessments</p>	<p>Quarterly Pre/Post Assessments</p>	<p>Teachers Administrators</p>	<p>N/A</p>	<p>Quarterly RI screeners were utilized to monitor student progress. Student Lexile scores showed increase</p>	<p>IP</p>
	<p>3. Utilize Units of Study Quarterly genre specific assessments</p>	<p>Quarterly genre Pre/Post Assessments</p>	<p>Teachers Administrators</p>	<p>N/A</p>	<p>Quarterly writing assessments showed continual growth</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 weekly professional development on Reading, Writing, Math</p>	<p>TKES Walkthroughs</p>	<p>Administrators /Contracted service</p>	<p>Title I</p>	<p>Staff was provided with weekly professional development on Reading, writing and math</p>	<p>IP</p>
	<p>2. Provide Science training to align with STEM initiative (Embedding technology into curriculum)</p>	<p>Cobb STEM Certification rubric</p>	<p>Administration /Contracted service</p>	<p>Title I</p>	<p>Teachers were provided with quarterly science training</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Continue with Lucy Calkins Units of Study Reading implementation; K- 5</p>	<p>Quarterly RI Assessment data</p>	<p>Teachers Administrators</p>	<p>N/A</p>	<p>Students showed growth in on the RI assessment on a quarterly basis</p>	<p>IP</p>
	<p>2. Implement Kindergarten: Read 2 Read Phonics Initiative</p>	<p>10 day monitored assessment data</p>	<p>Teachers Administrators</p>	<p>Title I</p>	<p>Read 2 Read proof of concept phonics initiative was implemented with fidelity</p>	<p>IP</p>
	<p>3. Implement System 44/ Read 180 for students with reading deficiencies in grades 4-5.</p>	<p>Quarterly SRI Assessment data</p>	<p>Teachers Administrators</p>	<p>N/A</p>	<p>System 44/ read 180 was implemented with fidelity and addressed the reading deficiencies of 4-5 grade students. Students Lexile scores showed continual growth.</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 & HS Algebra Scores)</p>	<p>1. Provide Focused Professional Development on Number Talks/ Problem solving</p>	<p>TKES walkthroughs</p>	<p>Administrators Contracted Services</p>	<p>Title I</p>	<p>Professional learning opportunities were provided to meet the needs of all teachers based on administrative walk-throughs and TKES self-assessments</p>	<p>IP</p>
	<p>2. Provide Additional Tutoring for students on Level 1</p>	<p>Tutor data sheets PRE/POST assessments</p>	<p>Teachers</p>	<p>20 Day</p>	<p>Tutoring was offered to 4-5th grade students for remedial Math instruction</p>	<p>IP</p>
	<p>3. Utilize District Math universal screener to assess student performance levels and design differentiated lessons to address areas of weakness.</p>	<p>Math Screener results Lesson plans</p>	<p>Administration Teachers</p>	<p>N/A</p>	<p>Math scores improved by 20% based on benchmark assessment</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Continue Response to Intervention (RTI) process and schedule progress monitoring with fidelity.</p>	<p>RTI Data RTI progress monitoring schedules/ log sheets</p>	<p>Teachers Administrators</p>	<p>N/A</p>	<p>The RTI process was implemented and monitored with fidelity</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue technology/engineering integration that is purposeful and intentional; leading to student application of the standards</p>	<p>TKES Walkthroughs Lesson Plans Assessments</p>	<p>Teachers Administrators</p>	<p>Title I</p>	<p>Teacher integration of technology/engineering was integrated into content areas</p>	<p>IP</p>

Board Goal 2: Differentiate resources for students based on needs.

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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>	<ol style="list-style-type: none"> 1. Apply for Cobb STEM Certification : Implementation of STEM action plan 2. Integration of STEM (technology embedded) lessons into the content area K-5. 3. Provide Science training to align with STEM initiative (Embedding technology into curriculum) 	<p>Cobb STEM Certification rubric</p> <p>TKES Walkthroughs</p> <p>Staff surveys</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Administrators Contracted services</p>	<p>N/A</p> <p>Title I</p>	<p>Cobb STEM certification achieved.</p>	<p>M</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>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. Implement an Extended day/ Saturday tutoring program 2. Implement System 44/ Read 180 3. Continue RTI and SPED strategies/interventions for those below grade level 	<p>Track student progress through Data team meetings</p> <p>Usage reports from System 44,</p> <p>RTI data and CSIS and SPED data in GoalView</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>20 days</p> <p>County Funded</p> <p>N/A</p>	<p>program was offered to K-5th grade students for remedial Math instruction</p> <p>EIP students were provided with additional support in reading through small group instruction utilizing System 44/ read 180</p>	<p>IP</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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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

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	<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>	<p>1. Schedule Monthly Parent involvement workshops addressing Academic standards and STEM</p>	<p>Parent sign in sheets at all events to track participation of school events and morning classes</p>	<p>Community Partners, Leadership, Teachers, Parent Liaison</p>	<p>Title I</p>	<p>Monthly evening workshops were a success, based on parent survey responses.</p>	<p>IP</p>
	<p>2. Seek School Council support with raising funds for Innovative Learning Commons Initiative. (Goal: TBD)</p>	<p>Goal (TBD)</p>	<p>Teachers Parents Stakeholders Administration</p>	<p>N/A</p>	<p>Partnerships with public safety, and local businesses, provided opportunities to raise monies for learning common.</p>	<p>IP</p>
	<p>3. Analyze AdvED survey results to identify areas in need of improvement: Increase communication via blackboard connect with parents.</p>	<p>AdvEd Survey results</p>	<p>Administration</p>			

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	1. Offer Parent English classes and GED classes	Sign in sheets and parent progress in classes	Community Partners, Leadership, Teachers, Parent Liaison	Title I	English classes were offered and were well attended	IP	
	2. Continue the 'Save it forward' food program for families.	Survey results	Administration Counselor		Food programs were continued to meet needs of community		IP
	3. Continue the Weekend Backpack Food program for students	Survey results	Administration Counselor				
Other: (Priorities specific to school, division, or area. Can be multiple.)							

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ol style="list-style-type: none"> 1. Attract highly qualified teachers through aggressive recruiting, being proactive during hiring fairs. 2. Analyze references and TKES evaluations to gauge effectiveness 	TKES Evaluations, Title I requires that all staff are highly qualified	Administration	N/A	Administration attended the Cobb County Hiring Fair designed to attract highly qualified teachers	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)	<ol style="list-style-type: none"> 1. Provide differentiated professional learning to meet the needs of all teachers based on Administrative walk-throughs and TKES Self-Assessments 	TKES walkthrough data TKES Teacher Self-Assessment	Administrators	Title I	Teachers were provided with professional development focused on differentiated instruction	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	
Use results of TKES and LKES to improve professional performance (IE²)	<ol style="list-style-type: none"> 1. Align professional development according to TKES and LKES data 	TKES Walk-throughs and TKES Teacher Self-Assessment	Administrators	Title I	<p>TKES survey data was reviewed with each teacher during their summative conference.</p> <p>LKES survey results were reviewed with administrators during their summative conferences.</p>	<p>IP</p> <p>IP</p>
Other: (Specific to school, division, or area. Can be more than one.)						