

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)					
<i>Focus Priorities:</i> (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)	<i>Focus Priority Status:</i> 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)	<ul style="list-style-type: none"> ➤ Continue data teams using the mini touchstones and CTLS to help adjust instruction ➤ Focus on RI/MI data ➤ Use the instructional framework to ensure appropriate differentiation takes place to help remediate and enrich students 	<ul style="list-style-type: none"> ➤ Data team minutes ➤ SAM ➤ Lesson plan checks 	Teachers Administrators	<ul style="list-style-type: none"> ➤ CTLS data ➤ SAM ➤ Planbook 	<ul style="list-style-type: none"> ➤ Data teams were held consistently using data from various assessments ➤ Follow up meetings were held with teams to determine differentiation for all students 	➤ IP
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)	<ul style="list-style-type: none"> ➤ Give and use grade level assessments - mini touchstones in ELA/Math each quarter 	<ul style="list-style-type: none"> ➤ Data team calendar 	Teachers Administrators	<ul style="list-style-type: none"> ➤ Mini touchstones provided by CCSD 	<ul style="list-style-type: none"> ➤ Completed cycle this year with intention of continuing 17-18 	➤ IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	<ul style="list-style-type: none"> ➤ Provide differentiated professional learning to all certified and classified staff based on content area (Units of Study/STEM) Support personnel chose own PL based on areas of interest 	<ul style="list-style-type: none"> ➤ TKES ratings ➤ Staff Surveys 	Teachers Administrators	<ul style="list-style-type: none"> ➤ Content resource (Units of Study and STEM support) 	<ul style="list-style-type: none"> ➤ All certified teachers were trained in STEM instruction and we received our Cobb STEM certification 5/17 	➤ IP

5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	<ul style="list-style-type: none"> ➤ Integrate reading/writing in all content areas ➤ Use RI data to place students in READ 180 System 44 	<ul style="list-style-type: none"> ➤ Walk thru ➤ SAM 	Teachers Administrators	<ul style="list-style-type: none"> ➤ READ 180 System 44 	<ul style="list-style-type: none"> ➤ End of year data for 16-17 RI scores increased by 25% 	<ul style="list-style-type: none"> ➤ IP
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	<ul style="list-style-type: none"> ➤ Using Conceptua Math in two 3rd grade class as pilots ➤ First in Math ➤ Talent Development <ul style="list-style-type: none"> ○ Critical Thinking ○ Hands on Equation 	<ul style="list-style-type: none"> ➤ Walk thru ➤ Program usage ➤ Walk thru 	Teachers Administrators	<ul style="list-style-type: none"> ➤ Conceptua Math program ➤ First in Math program ➤ ALP teachers 	<ul style="list-style-type: none"> ➤ 50% of 3rd grade students utilized the Conceptua Math program ➤ 100% of students utilized the program ➤ 80% of students were involved in Talent Development from the ALP teachers 	<ul style="list-style-type: none"> ➤ IP ➤ IP ➤ IP
7. Increase number of students academically completing every grade. (S)	<ul style="list-style-type: none"> ➤ RTI process (Tier 2/Tier 3) 	<ul style="list-style-type: none"> ➤ RTI portal 	Teachers Counselors		<ul style="list-style-type: none"> ➤ 100% of students completed current grade 	<ul style="list-style-type: none"> ➤ IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	<ul style="list-style-type: none"> ➤ Continuation of PBIS School-wide behavior program ➤ Working towards CCSD STEM certification 	<ul style="list-style-type: none"> ➤ PBIS Key Team minutes ➤ STEM Leader minutes 	PBIS Key Team members STEM Leaders members	SWIS data collection program STEM related materials	<ul style="list-style-type: none"> ➤ Discipline referrals decreased by 35% ➤ Received Cobb STEM Certification 	<ul style="list-style-type: none"> ➤ IP ➤ IP

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

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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)		

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> ➤ Transformation of the Media Center into a Learning Commons transformation ➤ Providing A/C course work in 4th grade 	<ul style="list-style-type: none"> ➤ Rubric ➤ Guidelines from A/C dept. 	<ul style="list-style-type: none"> ➤ Media Specialist ➤ 2 Gifted 4th gr teachers 		<ul style="list-style-type: none"> ➤ Media Specialist has incorporated a MakerSpace as well as other technology integration in to the Learning Commons space ➤ Continuation of A/C for 4th grade and addition of 5th grade for 17-18 	<ul style="list-style-type: none"> ➤ IP ➤ IP
<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 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)</p>	<ul style="list-style-type: none"> ➤ Continue the use Read 180/System 44 ➤ Using 20 Day funds to provide math tutor ➤ Continued support of Sped and RTI interventions 	<ul style="list-style-type: none"> ➤ RI data ➤ MI data ➤ Goals/Objectives on IEPs and RTI portal 	<p>Reading intervention teachers</p> <p>Math tutor</p> <p>Special Ed teachers</p>	<ul style="list-style-type: none"> ➤ 20 day funds 	<ul style="list-style-type: none"> ➤ End of year data for 16-17 RI scores increased by 25% ➤ End of year data for 16-17 MI scores increased by 22% ➤ RTI referrals in portal were up to date and timely. Tier 2 were held consistently once a month 	<ul style="list-style-type: none"> ➤ IP ➤ IP ➤ IP
<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>	

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>					
	<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><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>	<ul style="list-style-type: none"> ➤ Provide support to parents and community members to help enhance our school-wide instruction by having 3 workshops (one morning, one lunch/learn, and one evening) that focuses on grade level math standards and STEM content. ➤ Use parent survey to work on areas that need improvement and plan to communicate in a variety of means 	<ul style="list-style-type: none"> ➤ Survey 	<p>Administration</p>		<ul style="list-style-type: none"> ➤ Feedback received and used to improve or readjusted ➤ School Council, Foundation and PTA played a critical role in helping to solidify and update our communication means 	<ul style="list-style-type: none"> ➤ IP ➤ IP
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> ➤ Provide ample opportunities for parents to become involved in school programs and practices such as: <ul style="list-style-type: none"> ○ PBIS team ○ School Council ○ PTA ○ Foundation 	<ul style="list-style-type: none"> ➤ Informal survey during conference week 	<p>Administration</p>		<ul style="list-style-type: none"> ➤ For the 4th year, our school was operational as a PBIS School ➤ A Garden Gala was held for the first time in May 2017 and we had over 600 participants ➤ All parents/stakeholders are invited to attend any open meetings held at Big Shanty 	<ul style="list-style-type: none"> ➤ IP
<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>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<ul style="list-style-type: none"> ➤ Use TalentEd to assist with recruiting highly qualified teachers for each open position ➤ Work with teachers who are not performing at a level 3 or higher on TKES evaluation 	<ul style="list-style-type: none"> ➤ GAPSC ➤ TKES ➤ TKES 	<p>Administration</p>		<ul style="list-style-type: none"> ➤ Fully staffed for 17-18 school year ➤ One teacher received a Level 1 evaluation. She did not get renewed for the 17-18 school year 	<ul style="list-style-type: none"> ➤ M ➤ IP
<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>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>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> ➤ Meet with teachers each Thursday during planning time on a rotating basis: <ul style="list-style-type: none"> ○ Week 1 – PL (unit planning) ○ Week 2 – FFA (pre) ○ Week 3 – PL ○ Week 4 – FFA (post) 	<ul style="list-style-type: none"> ➤ Meeting minutes ➤ TKES ➤ CTLS data 	<p>Administration Teachers</p>		<ul style="list-style-type: none"> ➤ Utilized CTLS and touchstones to provide assessments that guided our PL and differentiation for students 	<ul style="list-style-type: none"> ➤ IP
<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>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> ➤ Develop a staff development calendar that ensures enrichment and differentiation for all staff members 	<ul style="list-style-type: none"> ➤ Surveys and specific staff needs 	<p>Administration</p>	<p>Possible CCSD support</p>	<ul style="list-style-type: none"> ➤ Staff members were able to belong to a PLC that benefited their content level and needs. 	<ul style="list-style-type: none"> ➤ IP

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

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