

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)	Conduct monthly grade level data day meetings with a focus on CTLS, SMI, and SRI data results, and the formal data team process.	Touchstones, SMI, SRI	Administration, Academic Coach, and Teachers	N/A	Meetings held with fidelity. All teams delivered Touchstones, RI, MI, and data team cycles in math/reading as requested.	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)	Administer CTLS Touchstones Quarterly, SMI/SRI three times per year, and DRA/GLOSS assessments for new students and as needed, to monitor student progress and adjust instruction accordingly.	Touchstones, SMI, SRI, GLOSS, DRA, and teacher unit/lesson plans.	Administration, Academic Coach, and Teachers	N/A	All assessments delivered as requested. Assessment results monitored and analyzed in formal data day meetings with grade level teams and administration.	M
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Conduct monthly Curriculum, Instruction, and Assessment (C/I/A) meetings for differentiated professional learning focused on data-driven instructional interventions.	Surveys of staff needs, formative assessment results.	Administration, Academic Coach	N/A	Monthly C/I/A meetings held with fidelity. Formative assessment results show written expression as weakness for students at all grade levels.	IP
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Identify and intervene with select students through RTI process. Provide Flexible Learning Program (FLP) tutoring initiative for students in need. Initiate System 44 / Read 180 pilot program in select classrooms.	RTI data probes, SRI We will measure the % increase of students performing on level as compared to SY 2015/16.	SSA, Counselors, Teachers	N/A	RTI data indicates good school-wide fidelity with process. FLP tutoring program completed in adherence with federal regulations. System 44/Read 180 – must develop new plan for use of resources. 2.5% decrease in on-level ELA performance on Milestones.	NM / IP
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Identify and intervene with select students through RTI process. Provide FLP tutoring initiative for students in need.	RTI data probes, SMI We will measure the % increase of students performing on level as compared to SY 2015/16.	SSA, Counselors, Teachers	N/A	RTI data indicates good school-wide fidelity with process. FLP tutoring program completed in adherence with federal regulations. 6.0% decrease in on-level Math performance on Milestones.	NM /IP

7. Increase number of students academically completing every grade.(S)	Continue RTI process and additional year notification	RTI data, Milestones for 3 rd /5 th grades We will measure the increase of students completing each grade level as compared to SY 2015/16.	Administration, Counselors, Teachers	N/A	Completed RTI process and additional year notifications with fidelity.	IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Implement Innovative ESOL scheduling model to cluster ESOL students with select ESOL-endorsed staff members.	WAPT eligibility data, and ACCESS results	Administration, ESOL-endorsed teachers.	N/A	Due to 150 student enrollment increase we were not able to continue with the planned models as the year progressed.	NM
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	
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)	1. Provide FLP tutoring for each grade level (Saturdays). 2. Provide FLP tutoring for each grade level (Saturdays). 3. Conduct RTI process with fidelity and specialized instruction for those students identified as SWD.	SRI, SMI, RTI Data Probes	Administration, Academic Coach, Counselors, Teachers	N/A	FLP and RTI initiatives delivered with fidelity throughout the year. Both RI and MI end of year results show a percentage increase of students scoring proficient or advanced of 23%.	M

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

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					
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: <u>(Due June 30, 2017)</u>	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Use Parent Surveys to gather school climate feedback and seek to make adjustments accordingly.	Survey results from AdvancEd	All Staff	N/A	AdvancEd survey results indicate a need for us to improve on school-home communications (25% of parents responded as in need of improvement in this area)	IP

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	See Title 1 Plan	See Title 1 Plan	All Staff	See Title 1 Plan	Developed and implemented Title 1 plan in adherence with all federal guidelines.	M
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)					
<u>Focus Priorities:</u> (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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Screen applicants based on needed instructional skill sets and specialized endorsements (I.E. Sped, ESOL, Gifted, Reading) Emphasize reference checks during hiring process	HR notification of Highly Qualified personnel, as well as student growth data provided by candidates when available.	Principal, Assistant Principal, SLI	N/A	HR notification of 100% of staff being highly qualified. Reference checks completed with fidelity as per HR protocol.	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	
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)	Conduct Quarterly Data Day meetings for each grade level team. Conduct monthly C/I/A meetings for differentiated professional development.	Qualitative feedback gathered from teachers. TKES walk-throughs and formative observation results.	Administration, Academic Coach	N/A	Completed data days and C/I/A meetings with fidelity. Professional learning needs for next school year include ELL instructional strategies, early literacy kindergarten initiative, and AC workshop model refresher.	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)	Use Data Day meetings and Data Team documentation as evidence to strengthen staff performance specifically related to TKES standards - Assessment Strategies and Assessment Uses.	TKES walk-throughs, observations, and documentation.	Principal, Assistant Principal, SLI, and SSA	N/A	Formal data team cycling process format delivered to all grade levels, and completed by all teams with fidelity. TKES results show stronger evaluation ratings among our teachers as related to the assessment strategies and uses standards.	IP
Other: (Specific to school, division, or area. Can be more than one.)						