

## 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 <sup>2</sup> , 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. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Meet in monthly data team meetings for literacy and math to organize, analyze and examine the data as a grade level  Complete the 5-step data team process based on the data in order to adjust instruction as needed based on SMART goals and identified instructional strategies	Math and Reading-pre and posttests from Reading Inventory, Math Inventory, and Touchstones  The 5-step data team process will be monitored based on data team meeting minutes	Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Administration	Professional development on using the RI/MI reports	Teachers meet monthly for data teams  For continuous improvement, teams will meet using PLC process	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. <b>(S)</b>	Utilize the common formative assessments from CTLS (mini-touchstones) and administer to all students. All scholars in grades 1-5 will use the full touchstones at the end of each quarter and will use the mini-touchstones as checkpoints throughout the quarter.	Touchstones assessment data  Team meeting notes from data team meetings	Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Administration	Full day collaborative planning days each quarter  Professional development on using the RI/MI reports	Teachers utilized Touchstones each quarter  We will look for ways to use it as a formative tool in the future	IP

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Conduct professional learning during grade level team meetings/collaborative planning days, staff meetings, and one-on-one as needed to address literacy instruction, specifically guided reading, the Reading Workshop Model, and the new Benchmarks ELA adoption</p>	<p>Increase in student achievement as determined through the collection of data from data teams and RI assessment</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration</p>	<p>Ongoing professional development on the ELA adoption</p>	<p>Grade level teams participated in five full day collaborative planning sessions, teachers received training during staff meetings, and scheduled with the coaches 1-on-1 as needed</p>	<p>IP</p>
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2015 Reading Scores)</i></p>	<p>Track the reading levels of scholars as part of our literacy data collection</p> <p>Meet with teachers monthly to monitor the data and determine strategies for scholars who are not making adequate progress</p>	<p>Track students' reading levels through literacy data teams using Reading Inventory, DRA progress monitoring, READ 180, and System 44</p> <p>Each teacher will keep a data notebook containing a data collection log, instructional strategies, and other needed resources to track where scholars are each nine weeks and will implement strategies as needed to increase achievement including the use of running records</p>	<p>Classroom Teachers EIP teachers SPED teachers Academic Coaches</p>	<p>Professional development on administering and analyzing and using running records</p> <p>Professional development on using the RI/MI reports</p>	<p>Reading levels were tracked based on Lexile levels using the Reading Inventory during data team meetings</p> <p>An increase in CCRPI data indicates an increase in reading scores</p>	<p>IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Collect math data based on the critical areas in math for each grade level by following the 5-step data team process</p>	<p>Track students' math progress by using the Math Inventory and the mini-touchstone assessments in CTLS as part of the math data teams</p>	<p>Classroom Teachers  EIP teachers  SPED teachers  Academic Coaches</p>	<p>N/A</p>	<p>Grade level teams meet monthly to discuss and review Math Inventory Data</p> <p>An increase in CCRPI data indicates an increase in math scores</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Track student data on a continuous basis in order to ensure that scholars are making adequate progress and to adjust instruction as needed to increase student achievement</p> <p>Utilize the RTI process in order to ensure that students are receiving the tier of instruction that is appropriate for their individual development. Monthly updates of CSIS will occur on the lady Tuesday of each month.</p>	<p>≤10% increase from one year to the next by tracking data from Reading and Math Inventory, READ 180, System 44, and CTLS</p>	<p>Classroom Teachers  EIP teachers  SPED teachers  ESOL teachers  Academic Coaches  School Counselors</p>	<p>N/A</p>	<p>97.7% of students academically completed every grade</p>	<p>IP</p>

<p><b>8. Other:</b>  <i>A focus of the workshop model in ELA, with the use of interactive notebooks, reading strategies in math, and standards boards for the core content areas.</i></p>	<p>A focus on the workshop model in ELA with the use of interactive notebooks in reading and strategies to understand problem solving in math, including model drawing and number talks, along with standards boards to organize the core content standards, vocabulary, and student work samples with commentary. These will be included as look-fors during administrative walk-throughs.</p>	<p>Increase in math data achievement from the Math and Reading Inventory, READ 180, System 44, and CTLS</p>	<p>Classroom Teachers  EIP teachers  SPED teachers  ESOL teachers  Enrichment teachers  Academic Coaches  Administration</p>	<p>Ongoing professional development of using the workshop model, interactive notebooks, and reading strategies in math</p>	<p>Teachers in grades K-5 received district support in math and literacy to support the use of the workshop model, interactive notebooks, problem solving, standards boards, vocabulary, and work samples with commentary</p>	<p>IP</p>
---	---	---	--	--	---	-----------

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

<p><i>District Focus Priorities  2016-2019</i></p> <p><u>Focus Priorities:</u>  (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><i>Focus Priority Status:</i></b>  NM = Not Met  IP = In Progress  M = Met</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>		



<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----	-----

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

<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> (<u>Due September 1, 2016</u>)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</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> (<u>Due June 30, 2017</u>)</p>	
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Offer clubs/activities for students to participate in outside of the school day to challenge students, along with activities that involve the parents such as Parents Night Out, Parent Information Meetings, and other social gatherings.</p> <p>Promote the communication of school events through school-wide callouts, the school Twitter page, and flyers that will be sent home</p> <p>Motivational speaker, Kindall Ficklin, to increase morale and teacher engagement</p>	<p>Increase in the number of clubs/activities scholars and parents that attend the events</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Admin Parent Facilitator PTA</p>		<p>Clubs/Activities were offered throughout the day to involve the students and parents</p> <p>Communication was sent out to parents through callouts and flyers</p> <p>Kindall Ficklin spoke throughout the year to teachers, parents, and students</p>	<p>M</p>

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	See Title I Plan	Feedback questionnaires at the conclusion of each event	Admin Parent Facilitator PTA	N/A	See Title I Plan	IP
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A

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

<b><i>District Focus Priorities 2016-2019</i></b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</b>	<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> NM = Not Met IP = In Progress M = Met</b>
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Recruit teachers at job fairs and through online announcements based on job	Interviews Certification Meeting the qualification requirements for the job	Administration	N/A	Teachers were recruited at the job fair	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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	M
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	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 a professional development plan in order to ensure that all teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring, based on their specific needs, content areas, and grade levels.  Use grade level team meetings/collaborative planning days, one-on-one coaching, and staff meetings to address professional learning needs that pertain to the entire grade level in regards to the math and literacy school-wide initiatives	Increase in student achievement as determined through the collection of data from RI/MI, READ 180, System 44, CTLS, and RTI Data	Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration	N/A	Professional development sessions were planned based on the needs of the teachers  Grade level teams meet and received grade level specific professional development as needed	M
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	N/A	N/A	N/A	N/A	N/A	M
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Use the results of TKES and LKES to improve professional performance by sharing the data from walk-throughs and/or formative evaluations with the staff on a monthly basis at staff and/or leadership team meetings	Increase in teachers utilizing resources to increase scholar achievement, which will be evident in data from RI/MI, READ 180, System 44, CTLS, and RTI Data	Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration	N/A	TKES and LKES data was shared with the staff	M
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	N/A



