

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 IE², 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)	Use differentiated instructional strategies and activities across the curriculum. Collect data to show student growth.	TKES	Certified Teachers/Staff/ Admin	Touchstones, Academic Coach and TTIS Support	93% of teachers scored a level III or IV in the area of differentiation during walks and observations	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)	Create and use common formative assessments such as the Touchstones through CTLS.	TKES	Certified Teachers/Staff/ Admin	Touchstones, Academic Coach and TTIS Support	94% of our teachers created formative assessments in CTLS	IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Create differentiated professional learning modules in Reader’s Workshop and FFAS based on staff needs.	TKES	Certified Teachers/Staff/ Admin	Bi-monthly Academic Coach, TTIS and Teacher Leader Support	100% of walks and observations were conducted in the area of reading	M
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Use differentiated instructional, RTI, EIP, ESOL and SPED strategies for students below grade level.	Reading/Writing Assessment	Certified Teachers/Staff/ Admin	Common Assessments Quarterly Tier 2&3 Meetings Café	77% of students in K-5 th grades are proficient or advanced on the SRI	IP
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Use differentiated instructional, RTI, EIP, ESOL and SPED strategies for students below grade level.	Math Assessment	Certified Teachers/Staff/ Admin	Common Assessments Quarterly Tier 2&3 Meetings	68% of students K-5 th grades are proficient or advanced on the SMI	IP

7. Increase number of students academically completing every grade.(S)	Follow RTI and Additional Year Procedures	RTI Data	Teachers/ Admin and Counselors	N/A	13 students retained in 2016 and 14 students retained in 2017	NM
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue the implementation of "Paws-a-tively" Great Behavior-school-wide positive behavior plan	Surveys	Teachers/Staff/ Admin/PTSA	Funding for rewards	Decreased the number of discipline referrals by 50% from 15-16 school year.	M

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

District Focus Priorities 2016-2019	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)	N/A	N/A	N/A	N/A	N/A	N/A
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	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. Use of Reader's/Writer's Workshop Model and Supplemental Materials 2. Use of Math Workshop Model and Supplemental Materials 3. EIP,ESOL, IEP, RTI Strategies	1. & 2. Pre/Post Assessment DRA Data 3. RTI data in CSIS & Data in Goalview	Certified Teachers/Staff /Admin	IXL Reading and Math CAFÉ Model Materials Read 180/System 44 Foundations 6 Min Solutions Systematic Sequential Phonics	1. On the ELA section of the milestones, all students increased by 6.4% from 2016 to 2017 2. On the Math section of the milestones, all students increased by 6.7% from 2016 to 2017 3. On the ELA section of the milestones, SWD students increased by 16% and 10% for math	IP
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	N/A

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

<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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> (Due June 30, 2017)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Analyze the parent survey data to increase stakeholder involvement in decision making	Survey Results	CCSD	N/A	Need data from AdvED	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Expand the Watch DOGS program to increase volunteerism among father figures	Survey Data	Staff members	N/A	259 dads volunteered this year. 92% of the dads surveyed strongly agreed that their experience as a Watch DOG was rewarding	M

Other: (Priorities specific to school, division, or area. Can be multiple.)	Meet regularly with School Council, Bullard Foundation and PTSA Board	Anecdotal Notes	Admin and Presidents of Each Group	N/A	Successfully met monthly	M
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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Focus Priorities: (Based on priorities identified by IE², 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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Seek to hire teachers with a variety of certification areas	Certificates	Admin	District Support	100% of our staff meet the qualifications for highly effective teacher.	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	N/A
Support local school teachers and leaders to improve retention rate. (IE²) (S)	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. (AD)	Develop differentiated school focused professional learning for all staff using the academic coach, TTIS and teacher leaders.	Surveys	Admin	Academic Coach, TTIS and Teacher Leaders	100% of the teachers surveyed believe that the professional learning activities this year changed their instruction for the better.	M

Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	N/A
Use results of TKES and LKES to improve professional performance (IE²)	School-wide focus on standards 2, 3, 4, 5 & 6	TKES	Admin	District Support	Out of the 177 walks and observations completed, 94% were levels III and IV	M
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	N/A