

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;"><i>Focus Priorities: (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 (Due September 1, 2016)</p>					<p style="text-align: center;"><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</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><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Continue to implement the data team process monthly to effectively address student needs and drive instruction by monitoring the data team process on a regular basis and providing feedback/coaching on how teams can improve the process.</p>	<p>Data sheets, team meeting notes</p>	<p>All staff</p>	<p>Data Team Process Guide</p>	<ul style="list-style-type: none"> • Improved student performance; 73% scored in levels 2-4 in reading, as compared to 64% from 2015-2016; math yielded 78.3%, levels 2-4, last year compared to 79.7% for 2016-2017. • Increased consistency with analyzing data 	IP
<p><i>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)</i></p>	<p>Use CTLS to create common assessments to assess and monitor student progress on standards</p>	<p>Common Assessment Results</p>	<p>All staff</p>	<p>Collaborative Planning Time</p>	<ul style="list-style-type: none"> • Data monitoring • Adjust/drive instruction 	IP

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Implement schoolwide and differentiated professional development that addresses effective instructional strategies in reading, writing and math</p>	<p>PD evaluation sheet</p>	<p>Admin and academic coaches</p>	<p>Academic Coaches Common planning</p>	<ul style="list-style-type: none"> • Support teaching and learning • Improved overall effectiveness of teaching and learning • Professional development included, but is not limited to, Effective Team Planning, RTI, Office 365, Balanced Literacy, Balanced math, Constructive Responses in ELA and Math, Number Talks, Storyworks, Synergy, SLDS • Co-teaching Strategies, Addressing Processing Issues, Model Drawing 	<p>Met</p>
<p>5. <i>Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>Implement READ 180/System 44 in grades 3-5</p>	<p>RI</p>	<p>READ 180 Instructors</p>	<p>READ 180 materials, personnel</p>	<ul style="list-style-type: none"> • Growth in reading proficiency as evidenced by RI; average Lexile score for Quarter 4 was 528 as compared to 335 for Quarter 1 	<p>Met</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>Continue FLP, Flexible Learning Program, tutoring in grades K-5 for targeted students determined by rank order from results of EOGs, MI, EIP Checklist as required by FOCUS School status.</p>	<p>MI</p>	<p>FLP Administrators and Instructors</p>	<p>Tutors Math materials</p>	<ul style="list-style-type: none"> Increased math achievement as evidenced by the Math Inventory (MI); proficient/advanced students are as follows-K = 65.7%, 1st = 50%, 2nd = 49.6%, 3rd = 27.6%, 4th = 47.8% and 5th = 47.6% 	<p>Met</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Identify and provide interventions for at risk students through the RTI process</p>	<p>RTI Data</p>	<p>RTI Lead</p>	<p>RTI Lead</p>	<ul style="list-style-type: none"> Students moved through tiers more effectively and received necessary support 	<p>Met</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Implement ESOL innovative model in 3rd grade</p>	<p>ACCESS</p>	<p>ESOL Lead</p>	<p>ESOL endorsed teacher</p>	<ul style="list-style-type: none"> Support for ESOL students in all subjects 	<p>Met</p>

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

<p><i>District Focus Priorities</i> 2016-2019</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>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>	<p>Implement DLI in kindergarten to increase student achievement</p>	<p>GKIDS Common Assessments DRA</p>	<p>K Teachers</p>	<p>DLI teachers DLI resources</p>	<ul style="list-style-type: none"> Students able to be dual language Student achievement is equal or better to non-DLI peers 	<p>Met</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>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>	<p>Implement and/or continue: 1. READ 180/System 44 2.FLP Tutoring 3.RTI to increase student achievement</p>	<p>1. RI 2. MI 3. RTI Data</p>	<p>1.READ 180 Instructors 2.FLP Admin 3. RTI Lead</p>	<p>READ 180 personnel FLP tutors/materials RTI Lead</p>	<ul style="list-style-type: none"> Increased achievement in reading and math Students moved through tiers more efficiently 	<p>Met</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>N/A</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue to provide Math Extension in partnership with Cooper Middle School for targeted 5th grade students</p>	<p>EOG</p>	<p>Math Extension Teachers</p>	<p>Math Extension personnel</p>	<ul style="list-style-type: none"> Increased math achievement for participants; 84% of the students met/exceeded standards with an average score of 555 	<p>Met</p>

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

<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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Analyze School Improvement stakeholder data to ensure stakeholder satisfaction by focusing on student input regarding a safe and clean school.</p>	<p>School Improvement Survey</p>	<p>Administration</p>	<p>School Improvement Stakeholder Data</p>	<ul style="list-style-type: none"> Implemented ideas from stakeholders to improve safe school environment 	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Increase parental engagement through monthly Moments with Maynard</p>	<p>Attendance</p>	<p>Administration</p>	<p>n/a</p>	<ul style="list-style-type: none"> Increased home/school communication Increased student achievement 	<p>IP</p>

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue to provide opportunities for parents to be active in the school i.e. Bring Your Parents to School Day</p>	<p>Attendance</p>	<p>Parent Facilitator</p>	<p>n/a</p>	<ul style="list-style-type: none"> • Increased parental engagement/ involvement • Increased parent visibility • Increased parental awareness of day-to-day teaching and learning/ operations • Opportunities included, but is not limited to, Family Literacy Nights, Family Math Nights, Bring Your Parents to School, Math Community Nights, Title I Meetings, International Night, Author's Tea, etc 	<p>IP</p>
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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>	<p>Continue to implement the Clarkdale Framework for hiring</p>	<p>Hiring rubric</p>	<p>Administration</p>	<p>Clarkdale Hiring Framework</p>	<ul style="list-style-type: none"> Hired, retained and supported new and veteran teachers 	<p>Met</p>
<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>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>N/A</p>

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Continue to provide school-wide and differentiated PLCs for all teaching staff addressing RTI, Data Teams, Para University, New Teachers' Academy, Special Education Compliance, Co-teaching, Writing, etc.	Agendas Reflection Sheets	Academic Coaches	Common/ Collaborative planning	<ul style="list-style-type: none"> • Support for teachers • Professional learning/development for teachers • Increased student achievement • Professional development included, but is not limited to, Effective Team Planning, RTI, Office 365, Balanced Literacy, Balanced math, Constructive Responses in ELA and Math, Number Talks, Storyworks, Synergy, SLDS Co-teaching Strategies, Addressing Processing Issues, Model Drawing 	Met
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)	Use the results of TKES/LKES self-assessment to provide schoolwide and/or differentiated professional learning opportunities	TKES/LKES ratings	Administration	TKES/LKES Platform	<ul style="list-style-type: none"> • Differentiated professional development 	Met
Other: (Specific to school, division, or area. Can be more than one.)	Support new teachers through New Teacher Academy	Reflection Sheets Retention Rate	Administration Academic Coaches	Book for New Teacher book study	<ul style="list-style-type: none"> • More confident new teachers • 100% retention of new teachers 	Met