

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;">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 style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Develop strong PLCs where everyone shares goals focused on student learning, participates in reflecting on data to identify critical areas of focus, collaborates to achieve goals, and shares a collective responsibility.</p> <p>2. Implement the data team process focused on math and reading. Teachers will meet regularly to collaborate, create/use common assessments aligned with standards, analyze the results, and use the data to guide quality, differentiated instruction.</p>	<p>Surveys</p> <p>Formative and Summative Assessments</p> <p>Touchstones, RI, MI</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p>	<p>Schedules</p> <p>Norms</p> <p>Data Results</p> <p>Data Analysis Form</p> <p>SFPL Funds</p> <p>Title I Funds</p>	<p>1. Spent a lot of time building positive relationships and effective teams. We completed different team/PLC trainings and activities, assessed teams and what stage they were in, and developed plan of action to improve. We created a schedule of meetings and collaboration.</p> <p>2. Fully implemented the data team process for math and started implementation for reading.</p>	<p>IP</p> <p>IP</p>

<p>3. <i>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>1. Train staff and provide continued support to effectively utilize the CTLS system to develop formative assessments, use results to monitor students learning, and plan for differentiated instruction at all levels.</p>	<p>Formative and Summative Assessments Touchstones Lesson Plans (guided plans)</p>	<p>Administration Academic Coach Teachers Technology Integration Specialist</p>	<p>Data Results Formative and Summative Assessments Lesson Plans (On-Course) SFPL Funds Title I Funds</p>	<p>1. Completed training throughout the year to support teachers with CTLS, creating formative assessments, and data team.</p>	<p>IP</p>
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>1. Schedule professional learning opportunities for the K-2 phonics program, READ 180 and System 44 classrooms, CTLS, math problem solving, PLCs, and the data team process.</p> <p>2. Provide differentiated professional learning to address the needs of the teachers in meeting instructional expectations.</p> <p>3. Provide support for our new teachers by providing monthly professional learning and assigning mentors.</p>	<p>Surveys Data Results Touchstones, RI, MI Lesson Plans TKES</p>	<p>Administration Academic Coach Teachers Technology Integration Specialist</p>	<p>Schedules Materials – teacher and students SFPL Funds Title I Funds</p>	<p>1. We completed ongoing PL for K-2 phonics, READ 180/System 44, CTLS, math problem solving, PLCs, and data team.</p> <p>2. Provided differentiated PL according to teacher needs.</p> <p>3. New teacher monthly support was provided and teachers were assigned mentors.</p>	<p>M M M</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> 1. Implement the K-2 phonics program, READ 180 in two 5th grade classrooms, and System 44 in one 3rd grade classrooms with fidelity. 2. Implement the Reader's Workshop and provide daily guided reading instruction. 3. Utilize iStation and RAZKids as a reading motivator and differentiated intervention. 	<p>Data Results</p> <p>EOG</p> <p>Touchstones, RI, MI</p> <p>Lesson Plans</p> <p>TKES</p> <p>Common Assessments</p> <p>Report Cards</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p> <p>County Coaches</p>	<p>Schedules</p> <p>Materials – teacher and students</p> <p>Lesson Plans (On-Course)</p> <p>SFPL Funds</p> <p>Title I Funds</p>	<ol style="list-style-type: none"> 1. Percentage of students reading on grade level increased: RI results: K – Pre 0%, Post 4% 1st – Pre 19%, Post 36% 2nd – Pre 28%, Post 37% 3rd – Pre 12%, Post 39% 4th – Pre 18%, Post 43% 5th – Pre 17%, Post 37% EOG: 2016 23%, 2017 26% 2. Workshop model was implemented, but teachers are not consistently with implementing all the components each day. 3. iStation and RAZKids were utilized and usage increased throughout the year. 	<p>IP</p> <p>IP</p> <p>M</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>	<ol style="list-style-type: none"> 1. Implement Number Talks daily. 2. Implement the Math Workshop and provide daily guided math instruction. 3. Implement a problem-solving strategy schoolwide. 4. Provide opportunities for teachers to model strategies, and observe colleagues (teacher rounds). 	<p>Data Results</p> <p>EOG</p> <p>Touchstones, RI, MI</p> <p>GLOSS</p> <p>Lesson Plans (guided plans)</p> <p>TKES</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p> <p>County Coaches</p>	<p>Schedules</p> <p>Materials – teacher and students</p> <p>Lesson Plans (On-Course)</p> <p>SFPL Funds</p> <p>Title I Funds</p>	<p>Percentage of students performing on grade level in math increased: MI results: K – Pre 11%, Post 66% 1st – Pre 0%, Post 45% 2nd – Pre 1%, Post 37% 3rd – Pre 1%, Post 22% 4th – Pre 4%, Post 27% 5th – Pre 17%, Post 41% EOG: 2016 22%, 2017 26%</p> <p>1.,2.,3. Implementation was inconsistent.</p> <p>4. Teachers were given some opportunities to observe colleagues.</p>	<p>IP</p> <p>IP</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Identify students not making progress and not meeting standards and create a plan of action to address students concerns.</p> <p>2. Schedule a time for teachers to meet with administration to discuss student data and plans in place to address student concerns.</p>	<p>Data Results</p> <p>Formative and Summative Assessments</p> <p>Touchstones, RI, MI</p> <p>GLOSS</p> <p>RTI Intervention data</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p> <p>Counselors</p>	<p>SFPL Funds</p> <p>Title I Funds</p> <p>RTI Portal, Interventions</p>	<p>1. Teachers met in data teams regularly to discuss results and create a plan of action. Differentiation was provided but it was inconsistent.</p> <p>2. Administration met with teachers as teams during data teams and individually mid-year to create a plan of action.</p>	<p>IP</p> <p>M</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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>1. Develop a Project-Based Learning (PBL) vertical team of teachers and begin implementation. (Teachers in grades K-3)</p>	<p>Data Results</p> <p>Formative and Summative Assessments</p> <p>EOG</p> <p>Touchstones, RI, MI</p> <p>GLOSS</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p>	<p>Materials – teacher and students</p> <p>Lesson Plans (On-Course)</p> <p>SFPL Funds</p> <p>Title I Funds</p>	<p>1. We had a team of teachers that completed PBL activities, but only one or two consistently planned and completed units.</p>	<p>IP</p>

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	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)	<ol style="list-style-type: none"> 1. Provide a double-dip of reading and math for all EIP students. 2. Provide tutoring for students during the day and after school for reading and math. 3. Utilize READ 180 and System 44 in third and fifth grades. 4. Utilize iStation for reading. 	<p>Data Results</p> <p>Formative and Summative Assessments</p> <p>EOG</p> <p>Touchstones, RI, MI</p> <p>GLOSS</p> <p>EIP Checklists</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p>	<p>Materials – teacher and students</p> <p>20-day Funds</p> <p>SFPL Funds</p> <p>Title I Funds</p>	<ol style="list-style-type: none"> 1. EIP students were double-dipped but it was not always consistent. 2. Provided tutoring during the day throughout the year using certified teachers. Provided after school tutoring during the second half of the year. 3. Three classes implemented the READ 180/System 44 program. 4. Consistently utilized iStation in most classes. The usage increased throughout the year. 	<p>IP</p> <p>M</p> <p>IP</p> <p>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)	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.*

<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>Results Of Key Actions: (Due June 30, 2017)</p> <p><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</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</p>	<p>Status:</p>
	<p>1. Utilize different tools to survey parents, evaluate results, and share with all stakeholders to guide decisions.</p> <ul style="list-style-type: none"> - Advance Ed survey - Title I Parent survey - Parent/teacher conference survey - Parent Mtgs (Coffee Talks) survey <p>2. Meet with School Council and share school data.</p>	<p>Surveys Agenda Minutes</p>	<p>Administration Teachers Parents Partners of Education PTA Counselors</p>	<p>Schedules Title I Funds</p>	<p>1. Completed surveys but used data inconsistently throughout the year. After conferencing with some parents we decided to hire a parent facilitator for next school year to provide more support to our parents and improve parent involvement.</p> <p>2. Meet regularly with School Council to share data.</p>	<p>IP</p> <p>M</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<ol style="list-style-type: none"> 1. Schedule parent mtgs to share school data, the SSP, and needs of the school. Provide translation. 2. Plan monthly parent mtgs. (Coffee Talks) focused on different topics to support our families. Provide translation. 3. Build positive relationship and collaborate with PTA and other school partners. 	<p>Surveys Agenda Minutes</p>	<p>Administration Teachers Parents Partners of Education PTA Counselors</p>	<p>Schedules Title I Funds</p>	<ol style="list-style-type: none"> 1. Schedule parent meetings, but attendance was low. 2. Monthly parent meetings were provided focused on specific topics, but attendance was low. 3. Worked alongside PTA and some school partners to build relationships. We need to provide more support for PTA and gain more partners. PTA was mostly ran by two or three parents. 	<p>IP IP IP</p>
<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>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>	

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ol style="list-style-type: none"> Utilize TalentEd portal to select and interview highly effective teachers. Create interview questions that aligned with TKES and check references to guide hiring decisions. Utilize grade level rep during interview process and to attend job fairs. 	TalentEd References Interviews	Administration Academic Coach Teachers	TalentEd	<ol style="list-style-type: none"> Consistently utilized TalentEd. Created interview questions for specific positions. Utilized teachers and other staff to help with interviewing for 2017-18 school year. 	M M 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)	<ol style="list-style-type: none"> Complete regular classroom walks to observe instructional practices. Provide differentiated professional learning based on teacher needs from surveys and classroom walks/observations feedback. 	Surveys TKES Data Results	Administration Academic Coach Teachers	TKES platform SFPL Title I	<ol style="list-style-type: none"> Walks and classroom observations were completed for TKES requirements, but we need to be more consistent about being in the classroom outside of this time. Differentiated PL was provided to teachers according to TKES results and surveys completed by staff. 	IP 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	

Use results of TKES and LKES to improve professional performance (IE ²)	1. Review teacher ratings to determine professional learning needs based on TKES standards.	TKES	Administration Teachers	TKES platform	1. Used TKES results to provide individualized support for teachers, but need to review for a common standard of concern school-wide.	IP
Other: (Specific to school, division, or area. Can be more than one.)						