

## 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p style="text-align: center;"><b>Focus Priority Status:</b> 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. <b>(S) (AdvED)</b></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. <b>(AD)</b></p>	<p>*Extend trainings for the Instructional Framework for reading/writing workshop</p> <p>*Utilize Touchstones assessments</p>	<p>TKES</p> <p>Assessment Data in CTLS</p>	<p>Administration Coaches</p> <p>Classroom Teachers</p>	<p>N/A</p> <p>Touchstones through CTLS</p>	<p>*Continued training helped teachers to hold more in depth conferences and learn to gain information regarding strengths and weaknesses. More training to understand and use the data from running records is needed.</p> <p>*Use of data helped to guide student progress.</p>	IP
<p>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></p>	<p>*Use teacher created unit pre/post-test in reading, writing, and math</p>	<p>Assessment Data</p>	<p>Teachers</p>	<p>N/A</p>	<p>*Provided teachers more specific and focused data allowing them to provide specific and focused small group instruction.</p>	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>*Differentiate staff development based on TKES weakness through walk-throughs and observations          *Vertical Math Training          *Differentiation for Small Group Instruction</p>	<p>TKES</p>	<p>Administration Coaches</p>	<p>Purchase of additional flipped equipment if funds allow</p>	<p>*Teachers were able to participate in staff development specific to their needs.          *Vertical math training gave teachers an understanding of what students know and needed to know and allowed them to plan more effectively.          *Trainings provided teachers with more strategies and ideas for small group differentiation.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S)          (Based on CCRPI 2014 Reading Scores)</p>	<p>Strategies          *Utilize all text types for reading instruction          *Analyze running records and conference notes to guide instruction          *Continue use of Phonics Instruction K-2          *Implement higher order reading strategies through the use of extended text           RTI/SPED-Tutoring          *Continue RTI and SPED strategies for those below grade level          *Provide tutoring in grades 3-5 during school day          *Focused Afterschool tutoring grades 1-2</p>	<p>Milestones          DRA          Running Records          Reading Response Journals</p>	<p>HR Teachers, tutors, RTI Committees, Academic Coaches</p>	<p>20 Day Funds          General Funds          Title Funds</p>	<p>*As noted in the year before students continued to engage in higher level thinking during discussions and in reading response journals. Teachers attributed this to the continued use of strategies.           *Teachers continue to see an increase in student motivation to read.           *Tutoring provided opportunities for focused instruction for select students. Students showed growth in many areas.</p>	<p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S)          (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>*Use of Instructional Framework and workshop model with planning template.          *Provide Tutoring in grades 3-5</p>	<p>Milestones          Post GLOSS Assessment</p>	<p>Teachers</p>	<p>20 Day Funds</p>	<p>*School wide practice allowing impact on more students and continued use of template ensures that teachers are teaching with fidelity.</p>	<p>IP</p>

7. Increase number of students academically completing every grade.(S)	*Utilize RTI Process *Arrange Tutoring and Saturday School *Develop Remediation Plans as needed	RTI Report Cards Milestones Scores	RTI Team	20 Day Funds	*RTI Portal documented student data. *Ongoing tutoring provided as needed for student growth *Plan created for retained students.	IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	*Continue use of Instructional Framework with full components  *Provide time for teacher collaboration	TKES Ratings  Team Planning and Notes	Teachers  Administration	Cell Tower Funds	*Teacher time for collaboration has created more continuity across the grade levels.	IP

## 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
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)						
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	*Adjust and continue Implementation of PMI5  *Plan Quarterly extended Specials for Data Teaming	Data Template  Assessments	5 <sup>th</sup> Grade Team  Coaches Specialist	N/A	*PMI5 was changed and revamped for this school year.  *All teams received one extended data teaming day this school year, but will expand for the coming year.	IP
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	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 <b>(S)</b>	<ol style="list-style-type: none"> <li>Tutoring in grades K-2 to remediate, accelerate, and extend basic reading skills</li> <li>Tutoring in 3-5 for math skills and dedicated math skills block daily</li> <li>Refer students to RTI for more individualized interventions, Remediation</li> </ol>	Pre/Post Data Collection for tutoring  Data in CSIS	Administration  Tutors  RTI TEAM  Academic Coaches	20 Day Funds	*Limited tutoring for K-2 due to student availability *Those students who received in school tutoring services showed growth especially with previous years not yet mastered.	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. <b>(AD)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	<ul style="list-style-type: none"> <li>*Schedule Varied Tutoring</li> <li>*Conduct Small Group and Individual Conferences within the Instructional Framework</li> <li>*Enhance content instruction with literacy focus</li> </ul>	Pre/Post Data Collection for tutoring  Assessment Data  Assessment Data	Coaches and Tutors  Classroom Teachers  Content Interventionist	20 Day Funds Title Funds  Staff Development	*Tutoring supported students that lacked skills from previous years. *Conferencing and Small group Instruction continue to allow teachers to meet the students' needs especially with number skills and reading foundations.	IP

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)						<i>Focus Priority Status:</i>
<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<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)		

**Focus Priority Status:**  
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Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	*Use of Surveys (Title I, Event Surveys)  *Utilize input from School Council	School Surveys  Agendas and Meeting Notes	Administration  Parent Facilitator	Callouts Memos Home	*Gained more responses on surveys this year, but participation is still limited.	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	*Host Informational Parent Nights for each grade level individually *Host a Back to School Night *Maintaining Class and Math Blogs	Attendance at Events	Coaches Classroom Teachers Administration	N/A	*Higher number of attendance at individual grade level nights than traditional open house. *Back to School night feedback was positive.	IP
<b>Other:</b> (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.***

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<b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<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)		

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	*Hire teachers with strengths in literacy and math	*Teacher Retention	Administration	N/A	*Used teachers in positions based on strengths	IP
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	
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	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	*Design Professional Development Plan *Develop two fold Teacher Induction Program that includes instructional/classroom support and mentoring	Milestones  Retention Rates  TKES Evaluations	Coaches  Administration , Teachers, Coaches	Professional Learning Funds Title Funds	*New Teacher trainings, specific trainings based on needs of teachers.	IP
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	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	*Provide Individualized support to assist in teacher growth	TKES Rating	Administration		*Coaching based on walkthroughs and general observation.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						