

# 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)						<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
<b>Focus Priorities:</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)		
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	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Conduct review of all state and national summative assessments and identify patterns in student achievement.	Review dates and process	Administrators Teacher Teams	N/A	Milestones- % of students on/above grade level in Reading: 3 <sup>rd</sup> Grade 95% 4 <sup>th</sup> Grade 93% 5 <sup>th</sup> Grade 93%	IP	
	Examine Reading Inventory and Math Inventory Data	RI and MI results	Administrators Teachers		Milestones- % of students on/above grade level in Math: 3 <sup>rd</sup> Grade 94% 4 <sup>th</sup> Grade 97% 5 <sup>th</sup> Grade 91%	IP	
	Utilize the Data Team process to implement appropriate instructional strategies	Data Team Logs	Data Team Teachers		RI- Average Lexile Growth- 184 MI- Average Quantile Growth- 260 All grade levels participated in data team 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>	Implement Flexible Formative Assessment System on CTLS	FFAS Data	FFAS Trainer Teachers	N/A	Grades 1-5 administered mini-touchstones and touchstones	IP	
	Implement differentiation strategies based on student performance data	TKES ratings on Differentiation	Teachers		Level I- 0 Level II- 0 Level III- 80% Level IV- 20%	IP	

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide Professional Learning to support the implementation of FFAS through the CTLS System.</p> <p>Utilize vertical Key Content Teams for feedback</p>	<p>Meeting agendas</p> <p>Meeting agendas</p>	<p>FFAS Trainer Teachers</p> <p>Administrators Teachers</p>	<p>N/A</p>	<p>Aug. 8, 16; Oct. 4, Dec. 7, Jan. 4, Feb. 7, 28; May 11</p> <p>Aug. 23, Sept. 13, Nov. 1, Jan. 17, March 14</p>	<p>IP</p> <p>IP</p>
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<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement Reduced Class Size Model for Early Intervention Program (EIP) in grades 2-5</p> <p>Utilize small group EIP for students in K-1</p> <p>Provide small group reading instruction K-5</p> <p>Conduct regular monitoring of student progress data via Response to Intervention (RTI)</p>	<p>Class Size</p> <p>Number of students served</p> <p>Lesson Plans, TKES</p> <p>RTI Portal</p>	<p>Administrators Teachers</p> <p>Administrators Teachers</p> <p>Teachers</p> <p>Counselors, Teachers</p>	<p>N/A</p>	<p>EOG Assessment indicates an increase in the percentage of students performing in the Proficient level each year when comparing the same group of students:43% in 3<sup>rd</sup> Grade,48% in 4<sup>th</sup> Grade, 56% in 5<sup>th</sup> Grade.</p>	<p>IP</p> <p>M</p> <p>M</p> <p>M</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Continue regular use of Number Talks</p> <p>Continue practices to improve fact fluency</p> <p>Continue problem solving framework lessons</p> <p>Advanced Learners grades 1-5 utilize Algebra Program</p>	<p>Lesson plans</p> <p>Lesson plans</p> <p>Lesson plans</p> <p>Target plans</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Target teachers</p>	<p>N/A</p>	<p>Percentage of students performing in the Proficient + Distinguished levels on EOG Assessment increased for students taking the Assessment all three years: 50% in 3<sup>rd</sup> Grade, 56% in 4<sup>th</sup> Grade, and 64% in 5<sup>th</sup> Grade.</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Response to Intervention process</p> <p>Provide Extended Day Tutoring</p>	<p>RTI data</p> <p>Tutoring Rosters</p>	<p>Counselors, Teachers, Administrators</p> <p>Teachers, Administrators</p>	<p>N/A</p>	<p>Total of 3 students retained in entire school</p> <p>54 Students in Extended Day Tutoring for reading and math in grades 3,5</p>	<p>IP</p> <p>IP</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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>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>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Expand technology resources school-wide</p> <p>Implement a Learning Commons</p> <p>Continue the Science/STEM Lab with Foundation Funded Instructor</p>	<p>Technology purchases</p> <p>Learning commons calendar</p> <p>Science Lab schedule</p>	<p>Administrators</p> <p>Media Specialist, Administrators Teachers</p> <p>Instructor Administrators Teachers</p>		<p>Purchased iPad carts, additional computers for learning commons, additional laptop carts</p> <p>Learning Commons fully implemented serving K-5</p> <p>STEM Challenge Days- 3 STEM lab/Technology lab instructors all year serving K-5</p>	<p>IP</p> <p>M</p> <p>M</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></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 <b>(S)</b></p>	<p>1. Utilization of extended day tutoring Reading</p> <p>1. Utilization of Reduced Class Size Model for Early Intervention Program</p> <p>2. Utilization of extended day tutoring Math</p> <p>2. Utilization of EIP teacher for additional support</p> <p>3. RTI process</p>	<p>Tutoring data</p> <p>TKES scores on differentiation</p> <p>Tutoring data</p> <p>EIP schedules</p> <p>RTI data</p>			<p>1. Tutoring students- 3<sup>rd</sup> grade- 79% at/above grade level reading; 5<sup>th</sup> grade- 95% at/above grade level reading</p> <p>1. Class sizes reduced</p> <p>2. Tutoring students- 5<sup>th</sup> grade-95% at/above grade level math</p> <p>2. EIP teacher serving 6 segments daily</p> <p>3. Total Students served on RTI- 49</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	

**Other:**

(Priorities specific to school, division, or area. Can be multiple.)

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

<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><u>Focus Priority Status:</u></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>		
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Utilize the CCRPI School Climate Surveys</p> <p>Routinely seek input during School Council, PTA, Davis Foundation Meetings, Key Teams, Grade Level meetings</p>	<p>Survey results</p> <p>Stakeholder input Meeting notes</p>	<p>Administrators</p> <p>Administrators</p>	<p>N/A</p>	<p>Climate Star Rating of 4 Stars</p> <p>Stakeholder groups meet monthly and deliver routine input</p>	<p>IP</p> <p>IP</p>	
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Parental Engagement- Open House, Conferences, PTA, School Council, Foundation, All Pro Dads, parent volunteers, Family Nights</p> <p>Increased Communication- e-blasts, calls outs, BLOGs, weekly letters</p> <p>Parent groups strategically fundraise to support SSP goals</p>	<p>Events on the school calendar</p> <p>Communication frequency</p> <p>Fundraising amounts</p>	<p>Administrators Teachers</p> <p>Administrators Teachers Parents</p>		<p>Multiple events monthly hosted by groups- high attendance rates</p> <p>All forms of communications utilized</p> <p>Foundation Fundraising for SSP goals over \$69,000 PTA Operating Budget over \$110,000</p>	<p>IP</p> <p>IP</p> <p>IP</p>	
<p><b>Other:</b> (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><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> (Due September 1, 2016)</p>						<p><b>Focus Priority</b> <b>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> (Due June 30, 2017)</p>		
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Implement New Teacher Induction Program with mentoring</p> <p>Monitor and support new hires through implementation of TKES</p>	<p>Participant feedback</p> <p>TKES scores</p>	<p>Administrators</p> <p>Administrators</p>		<p>Mentors assigned; quarterly meetings held</p> <p>100% of new hires scored Proficient on TKES</p>	<p>IP</p> <p>IP</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. (IE<sup>2</sup>)</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. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Implement professional learning aligned to SSP goals</p> <p>Teacher collaboration horizontally and vertically- grade level teams and Key Teams</p>	<p>Professional learning plan</p> <p>Team Reports</p>	<p>Administrators Teachers</p> <p>Teachers Administrators</p>		<p>STEM Professional Learning- Sept. 20, Oct. 11, Jan. 24, Jan. 31 and all staff attended STEM school visits</p> <p>3 School-Wide STEM Challenge Days</p>	<p>M</p> <p>IP</p>	
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

Use results of TKES and LKES to improve professional performance (IE <sup>2</sup> )	TKES- improve standards aligned to Formative Assessments: Differentiation, Assessment Strategies, Assessment Uses	TKES scores	Teachers, Administrators	N/A	Differentiation-Staff- 97% proficient/above Assessment Strategies- Staff- 100% proficient/above Assessment Uses- Staff- 100% proficient/above	IP
	LKES- improve standards aligned to SSP goals- Instructional Leadership and Planning and Assessment	LKES scores	Administrators		Instructional Leadership- Admin. 100% proficient/above Planning and Assessment- Admin. 100% proficient/above	IP



**Other:**  
(Specific to school, division, or area.  
Can be more than one.)

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