

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>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>*Collaboratively plan differentiated instruction based on student data during grade-level PLCs</p>	<p>*RI (F) *MI (F)</p>	<p>*Teachers *Academic Coach</p>	<p>*Designated Collaborative Planning Sessions *iRespond</p>	<p>Grade-level teams met weekly during planning and for a full-day 3X's throughout the year to analyze data, plan scope and sequence, plan assessments, and differentiate lessons.</p>	<p>IP</p>
<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>*Develop, adjust, and deliver math common assessments *Deliver a writing assessment in grades 3-5</p>	<p>*RI (F) *MI (F) *Write Score writing assessment (F)</p>	<p>*Teachers *Academic Coach</p>	<p>*Designated Collaborative Planning Sessions *Purchase Write Score Assessment (2/year) *iRespond</p>	<p>Teachers in k-5 developed and/or administered formative assessments in reading, writing, and math. Results were analyzed and used to measure student progress and plan for instruction.</p>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>*Plan professional learning to support school improvement initiatives, e.g. vocabulary & writing strategies, differentiation strategies, engagement strategies, specialized instructional strategies for SWD and ESOL, technology integration</p>	<p>*RI (F) *MI (F)</p>	<p>*Academic Coach *SSA *TTIS *Teachers</p>	<p>*Professional Learning Sessions – grade level and vertical teams</p>	<p>Professional development was held in the areas of: vocabulary strategies, math differentiation, close reading strategies, engagement strategies, technology integration, STEM integration, and parental involvement.</p>	<p>IP</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>*Implement strategies that support school improvement initiatives (see #4 above) to increase reading comprehension *Monitor reading data for groups affecting our gap scores (SWD and ESOL) *Utilize Read180 and System44 as an intervention for students scoring in the lowest 25% on SRI or EOG Assessments</p>	<p>*RI (F) *System 44 and Read 180 (F)</p>	<p>*Teachers *Academic Coach *Administrators</p>	<p>*Licenses for System 44 and Read 180 *Tutors (Title I and 20-Day \$)</p>	<p>In grades 3-5, approximately 70 students were served through the System44/Read180 Lab. Three part-time tutors served grades 1-5 in reading to provide specific instruction based on individual student need. Results from the RI reveal growth in the % of students scoring Proficient/Advanced from Fall to Spring administration. Note: In K-2, students don't take the RI until they reach proficiency on the FRA.</p> <table border="1" data-bbox="1549 673 1864 894"> <thead> <tr> <th></th> <th><u>Fall</u></th> <th><u>Spring</u></th> </tr> </thead> <tbody> <tr> <td>Kind.</td> <td>100</td> <td>100</td> </tr> <tr> <td>1st</td> <td>45</td> <td>51.8</td> </tr> <tr> <td>2nd</td> <td>31.9</td> <td>52.0</td> </tr> <tr> <td>3rd</td> <td>30.6</td> <td>53.8</td> </tr> <tr> <td>4th</td> <td>37.1</td> <td>57.1</td> </tr> <tr> <td>5th</td> <td>46.9</td> <td>61.5</td> </tr> </tbody> </table>		<u>Fall</u>	<u>Spring</u>	Kind.	100	100	1 st	45	51.8	2 nd	31.9	52.0	3 rd	30.6	53.8	4 th	37.1	57.1	5 th	46.9	61.5	<p>IP</p>
	<u>Fall</u>	<u>Spring</u>																									
Kind.	100	100																									
1 st	45	51.8																									
2 nd	31.9	52.0																									
3 rd	30.6	53.8																									
4 th	37.1	57.1																									
5 th	46.9	61.5																									

<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>*Implement strategies that support school improvement initiatives (see #4 above) to increase math achievement *Monitor math data for groups affecting our gap scores (SWD and ESOL)</p>	<p>*MI (F)</p>	<p>*Teachers *Academic Coach *Administrators</p>	<p>*Tutors (Title I and 20-Day \$)</p>	<p>Three part-time tutors served grades 1-5 in math, focusing on building comprehension of math word problems, vocabulary, and increasing computation efficiency. Results from the MI reveal growth in the % of students scoring Proficient/Advanced from Fall to Spring administration.</p> <table border="1" data-bbox="1549 516 1864 735"> <thead> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Kind.</td> <td>6</td> <td>57.8</td> </tr> <tr> <td>1st</td> <td>7.6</td> <td>55.6</td> </tr> <tr> <td>2nd</td> <td>10.2</td> <td>61</td> </tr> <tr> <td>3rd</td> <td>.6</td> <td>36.4</td> </tr> <tr> <td>4th</td> <td>4.2</td> <td>44.8</td> </tr> <tr> <td>5th</td> <td>18.6</td> <td>48.2</td> </tr> </tbody> </table>		Fall	Spring	Kind.	6	57.8	1 st	7.6	55.6	2 nd	10.2	61	3 rd	.6	36.4	4 th	4.2	44.8	5 th	18.6	48.2	<p>IP</p>
	Fall	Spring																									
Kind.	6	57.8																									
1 st	7.6	55.6																									
2 nd	10.2	61																									
3 rd	.6	36.4																									
4 th	4.2	44.8																									
5 th	18.6	48.2																									
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>*Focus on ensuring that all second grade students are ready to move on to 3rd grade – score 80% or better on all common math assessments and have a Lexile score of 550 or higher *Employ tutors to support lowest quartile students *Create a plan for the students who do not meet proficiency (79% or lower) on common assessments</p>	<p>*RI (F) *MI (F)</p>	<p>*Teachers *Academic Coach *RTI Teams *Administration</p>	<p>*Tutors (20-Day \$)</p>	<p>Four tutors worked with students in grades 1-5 reading below grade level who were not receiving any additional intervention. The tutors included comprehension of math word problems into their sessions with the identified students. One tutor focused on teaching specific strategies for learning math facts to identified students. Students who did not make progress were looked at for RTI. Data is provided in the above boxes 5 & 6.</p>	<p>IP</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>District Focus Priorities 2016-2019</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>*Establish a Dual Language Immersion Kindergarten *Establish Advanced Content Reading/ELA and Math courses in 4th Grade *Maintain the No Place for Hate program</p>	<p>*RI *MI</p>	<p>*Teachers *Professional *School Counselors</p>	<p>*DLI teaching resources and related professional development *AC course resources and related professional development *Funds to purchase rewards and tickets to recognize students for exhibiting good character</p>	<p>*At year-end, 44 students were enrolled in the DLI kindergarten classrooms. 84% of DLI students scored below proficient on the DRA while 62% of all kindergarten students scores below proficient on DRA. *Students in the AC Reading and Math class performed at an Advanced level on the RI and MI. *Dowell has earned the No Place for Hate designation for SY18.</p>	<p>IP</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</p> <ol style="list-style-type: none"> 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. Maintain the System44/Read 180 Lab; Establish EIP reduced-class size model at all grade levels; Utilize Title I and 20-day tutors 2. Establish EIP reduced-class size model at all grade levels; Utilize Title I and 20-day tutors 3. Implement RTI Process w/ interventions 	<ul style="list-style-type: none"> *RI (F) *Running Records (F) *MI (F) *Math Touchstones (F) 	<ul style="list-style-type: none"> *Teachers *Academic Coach *Administration *Counselors *SSA 	<ul style="list-style-type: none"> *System44/Read 180 licenses *Title I and 20-day funding 	<p>The reading and math interventionists were able to serve the lowest quartile students through the System 44/Read 180 Lab, pushing into classes during guided math/reading, and by providing support to ESOL students because of their endorsement in that field.</p> <p>The four certified tutors also provided additional support to identified students, and certified teachers were hired to work the after-school tutoring program.</p> <p>Both the classroom teachers and interventionists identified students for RTI and worked to implement strategies and collect/monitor data to determine if more intensive interventions were needed.</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)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p>District Focus Priorities 2016-2019</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>*Utilize stakeholder data to plan at least 2 opportunities for stakeholders to give input on school improvement efforts and resources *Utilize School Council to provide input on school improvement efforts and resources</p>	<p>*AdvanceEd Survey results *Title I Parent Survey results *School Council minutes</p>	<p>*Administration *Parent Liaison *School Council members</p>	<p>*None</p>	<p>Stakeholder input was received from the Title I, AdvancEd, and Star Climate surveys. Two feedback sessions were held to gain input from parents on the Title I plan (Oct. and Mar.). One additional parent session was held in the community in an effort to engage our Hispanic parents.</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>*Develop the Title I Plan to include multiple opportunities for parental involvement</p>	<p>*Sign-in Sheets *School Calendar of Events</p>	<p>*Parent Liaison *Staff</p>	<p>*Building the Contributions and Capacity of Parents Professional Learning</p>	<p>At least 11 separate events that include a parent involvement component were held at Dowell.</p>	<p>IP</p>

Other: (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.*

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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	*Ensure that all new hires are Highly Qualified	*Certification	*Administrators	*None	100% of teachers are Hi-Q	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. (IE ²)	N/A	N/A	N/A	N/A	N/A	N/A
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	N/A	N/A	N/A	N/A	N/A

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> *Participate in grade-level and vertical PLCs *Participate in grade-level Data Teams *Provide professional learning for new and veteran staff *Provide new teacher mentoring and formal induction program 	<ul style="list-style-type: none"> *Proficiency on TKES Evaluation *Professional Learning Log 	<ul style="list-style-type: none"> *Administrative Team *Teachers *Academic Coach *TTIS 	<ul style="list-style-type: none"> *Teaching & Learning Support as needed 	<p>Grade-level teams met weekly during planning and for a full-day 3X's throughout the year to analyze data, plan scope and sequence, plan assessments, and differentiate lessons. 1X per month, teachers participate in a vertical team that addresses curricular, community, and parent engagement needs. New teachers participated in professional development to address the needs of a first year teacher.</p> <p>Professional development was held in the areas of vocabulary strategies, math differentiation, close reading strategies, engagement strategies, technology integration, STEM integration, and parental involvement.</p>	<p>IP</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>*Use TKES self-assessment and walkthrough data to identify professional learning needs *Use LKES Survey results to identify areas of improvement for administrative team *Ensure that any teacher scoring in Level I or II is on a PLP</p>	<p>*TKES self-assessment *LKES Surveys *TKES walkthrough and formative assessment results</p>	<p>*Administrative Team *Academic Coach</p>	<p>*None</p>	<p>The TKES self-assessment was used at the start of the year to plan professional development opportunities related to student engagement strategies and technology integration. The LKES survey data had led the administrative team to focus on taking opportunities to celebrate and recognize teachers to positively impact teacher morale.</p>	
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						