

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>Utilize CTLS in grade level data teams to create/upload common formative assessments and access the data in order to plan for targeted remediation/extension for students.</p> <p>Use of data notebooks (as part of the reading workshop model) by classroom teachers to strategically adjust instruction and provide differentiation.</p>	<p>Formative Assessments</p> <p>Math Inventory</p> <p>Data Notebook Look-Fors</p> <p>Reading Inventory</p>	<p>Grade level teams</p> <p>Individual teachers</p>	<p>CTLS training</p> <p>Collaboration time for data teams</p>	<p>All teachers in grades 1-5 received training from Margaret Moss, Assessment Supervisor and Kathryn Kilkenny, Technology Integration Specialist.</p>	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>Work in grade level data teams to create, implement, and analyze formative assessments and results in Math.</p>	<p>Formative Assessments; Math Inventory Milestones</p>	<p>Grade level data teams</p> <p>Individual teachers</p>	<p>CTLS training</p> <p>Collaboration time for data teams</p>	<p>Teachers have utilized CTLS to develop common assessments and have analyzed data as a grade level to closely monitor students' progression towards mastery of grade level standards.</p>	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Ongoing job-embedded professional learning: CTLS training, Gifted Endorsement class, Orton Gillingham certification</p>	<p>Teacher participation in trainings and implementation of common assessments and learned strategies. Student results.</p>	<p>Admin, Grade level teams</p>	<p>Foundation funding for training and collaboration time.</p>	<p>All teachers in grades 1-5 received training on CTLS. 12 teachers recently completed the gifted endorsement class and we have approximately 20 teachers attending Orton Gillingham training offered in the summer and fall of 2017.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2016 Reading Scores)</p>	<p>Strategic differentiation for students in reading based on exhibited need on formative assessments delivered in the Reading Workshop framework, Orton-Gillingham trained teachers specializing in reading acquisition skills.</p>	<p>DRA, Columbia College Reading Assessments, Reading workshop conferences.</p>	<p>Classroom teachers, EIP teachers</p>	<p>Reading Workshop Units of Study, Columbia College running records, collaboration time.</p>	<p>3rd grade – 83% reading at or above based on 2016 CCRPI score 5th grade – 87% reading at or above based on 2016 CCRPI score</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>	<p>Create, implement, and analyze common formative assessments. Provide targeted differentiation in math.</p>	<p>Common Assessment Results Math Inventory Milestones</p>	<p>Teachers EIP teachers Math Lab teacher</p>	<p>CTLS training Collaboration time for grade level data teams.</p>	<p>98.5% of students in 3rd, 4th, and 5th grades received a developing learner score or above on the 2016 math section of the Milestones.</p>	<p>M</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Strategically differentiate instruction based on formative assessment data. RTI process followed with fidelity</p>	<p>DRA, MI, RI, Common Formative assessments, RTI strategy data, Report card grades, number of students retained.</p>	<p>Classroom teachers, SSA, SLI support, Guidance counselor support</p>	<p>Collaboration time for grade level data teams and teacher collaborative planning.</p>	<p>With supports such as Response to Intervention (RTI) and the Early Intervention Program (EIP), East Side has seen an increase of number of students completing every grade level.</p>	<p>M</p>

8. Other: (Priorities specific to school, division, or area. Can be multiple.)						
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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)					
Focus Priorities: (Based on priorities identified by IE ² , 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
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	N/A					
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	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)	1. Tutoring/EIP/Differentiated instruction/RTI Strategies 2. Tutoring/EIP/Differentiated instruction/RTI Strategies 3. Tutoring/EIP/Differentiated instruction/RTI Strategies	IOWA lexile results DRA Common Formative Assessments Reading Inventory Math Inventory Common math rubrics	Teachers Administration Counselors (Closing the Gap Action Plan)	CTLS training to refine data team process	Supports such as before and after school tutoring, EIP, RTI strategies, and strategic differentiated instruction were successfully implemented during the 2016-2017 school year.	M
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.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
<u>Focus Priorities:</u> (Based on priorities identified by IE ² , 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)		
Seek and evaluate stakeholder input for critical processes. (AdvED)	Utilize AdvancED surveys to identify areas of weakness and implement strategies to address	AdvancED surveys	Admin team/Stakeholders		Offered two “Muffins with Mavity” opportunities for parents to learn about school initiatives and answer questions from parents.	M	

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	1. Newly formed STEM parent committee to collaborate with math lab/science lab/art and staff STEM committee to provide STEAM activities monthly for grade level teams to implement with students. Annual STEM night for parents to be continued. 2. Continue collaboration with PTA and East Side Foundation to provide support for instructional programs and teacher collaboration.	Committee outcomes: Monthly STEM activities for students, annual STEM night, attendance at parent events	STEM committee Admin Math lab/science lab/Art teachers		A STEM committee was formed and 5 school-wide days were successfully implemented during the 2016-17 SY. Additionally, we held 2 STEM nights for parents to see STEM in action.	M
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 Priority Status:
Focus Priorities: (Based on priorities identified by IE ² , 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. (IE²)	Continue to implement consistent and rigorous screening and interview processes.	TKES evaluation process and staff retention rates	Administration	Job Fairs, competitive recruitment practices, Continued early allotment process	East Side continues to recruit highly qualified teachers through rigorous and consistent interview processes.	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)	Provide continuous job-embedded professional learning and coaching, new teacher induction and mentoring, grade level common planning and collaboration time	TKES evaluation CTLS data supporting student progress	Administration Mentors Mentees Teacher leaders	Processes for common scoring of student work and collaborative planning. PTA and Foundation support for providing training	With the assistance of our school's PTA and Foundation, we continue to provide our teachers with high quality job-embedded professional learning opportunities including grade-level common planning and collaboration. CTLS training with Margaret Moss and Kathryn Kilkenny has led to teachers analyzing data to better monitor student progress.	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 (IE²)	Mid-year conferences to plan professional learning, observation feedback targeted and specific, implementation of PLP when appropriate and warranted	TKES TEM scores and performance ratings	Administration	TKES Electronic platform Time	Mid-year conferences were held with administration to discuss student data and provide teachers with general feedback on classroom observations.	M
Other: (Specific to school, division, or area. Can be more than one.)	NA					