

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)					
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
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Identify and implement effective instructional strategies in response to student performance data through ongoing professional learning team days for all grade levels. Provide ongoing professional learning team days to discuss instructional strategies and examine student progress Provide data team days for all grade levels.	Data Team Meeting Agendas; Mid-Year Data Conferences TKES Walkthroughs, Observations & Evaluations	Teachers Academic Coaches Administrators	Data Team days are funded with SFSD and Title money	Implemented double specials schedule November through April to analyze instructional strategies, curriculum maps and student data every 7 days. Data team days were used in September to set priorities based on beginning of the year student data.	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. (S)	Develop and implement grade level flexible formative assessments for science and social studies. Utilize assessments provided through CTLS for math and reading. Analyze this data to determine next instructional steps and flexible grouping of students	Local flexible formative assessments District Wide Screeners	Teachers Academic Coaches Administrators	CTLS training will be provided for all new staff. Refresher training for returning staff. Training will be provided by district TIS	CTLS was utilized by all grade levels to implement grade level formative assessments and analyze student data. CTLS assessment question bank was utilized to build assessments.	IP

<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Implement training from professional learning team days with specific focus for each content area and monitor implementation</p> <p>Incorporate training on differentiation strategies for remediation and enrichment and monitor implementation.</p> <p>Provide training for Units of Study in Writing to insure program is used with fidelity.</p>	<p>Data Team Meeting Agendas; Agendas from professional learning days and training days.</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Title I SFPL Funds</p>	<p>Academic coaches and teacher leaders facilitated professional learning team discussions focused on standards in each content area.</p> <p>Differentiation strategies were discussed at each planning time.</p> <p>Units of Study training was provided.</p>	<p>IP</p>
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<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2016 Reading Scores)</p>	<p>Implement Guided Reading to track and improve student performance in reading. Provide guided reading instruction daily in grades K-5.</p> <p>Incorporate Really Great Reading program for students served in small group special education to develop foundational phonics and reading skills. Students served in small group pull-out instruction are ability grouped to meet specific needs in literacy.</p> <p>Include daily phonics instruction in grades K-3. Implement the Benchmark phonics program in kindergarten as part of the Ready to Read initiative.</p> <p>Implement Literacy Lab as part of specials rotation for grades K-3.</p> <p>Incorporate into classroom instruction RTI and intervention strategies for students reading below level</p>	<p>Ongoing classroom assessments, DRA, Running Records, Monitor Lexile Scores using district wide screeners</p> <p>Assess kindergarten phonics every 10 days</p>	<p>Teachers Academic Coaches Administrators</p>		<p>Guided reading evident in all classrooms.</p> <p>Really Great Reading implemented with ELL students and students served in small group for special education.</p> <p>Daily phonics instruction was evident. Kindergarten Proof of Concept assessed phonics every day.</p> <p>Literacy lab was implemented as part of specials rotation for K-3</p> <p>RTI was evident in all grade levels.</p> <p><u>EOG results for student reading on grade level:</u></p> <p><u>3rd Grade:</u> 2016: 63.7% 2017: 61.6%</p> <p><u>4th Grade:</u> 2016: 40.6% 2017: 43.6%</p> <p><u>5th Grade:</u> 2016: 40.0% 2017: 56.8</p>	<p>IP</p>
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<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Provide guided math instruction daily in grades K-5</p> <p>Focus on fact fluency and estimation.</p> <p>Include daily problem solving and Number Talks in all math instruction grades K-5.</p>	<p>Ongoing classroom assessments, common formative assessments, weekly fact fluency check using iRespond District wide screeners</p>	<p>Teachers, students, Coaches, and Administrators</p>		<p>Guided math groups were evident in all classrooms.</p> <p>Fact fluency and estimation were incorporated consistently.</p> <p>Number Talks were evident at all grade levels.</p> <p><u>EOG (% Proficient) Results for Math:</u></p> <p><u>3rd Grade:</u> 2016: 69.9% 2017: 78.7%</p> <p><u>4th Grade:</u> 2016: 32.6% 2017: 42.4%</p> <p><u>5th Grade:</u> 2016: 30.6% 2017: 37.1%</p>	<p>IP</p>
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<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Focus data team discussions on student progress monitoring and monitor implementation</p> <p>Provide additional instructional time for struggling students through IE2 proposal and 20 Day funded academic camps.</p>	<p>Student progress monitoring through CTLS and data cards</p> <p>Pre and post assessment data</p>	<p>Teachers, students, Coaches, and Administrators</p>		<p>Double specials schedule provided time to discuss student progress and instructional strategies every 7 days.</p> <p>IE2 flexible schedule provided tutoring time before and after school. 20 day funds provided after school tutoring.</p> <p>Number of students academically completing every grade:</p> <p><u>Kindergarten:</u> 2016: 150/165 = 91% 2017: 139/166 = 84%</p> <p><u>1st Grade:</u> 2016: 153/161 = 95% 2017: 134/145 = 92%</p> <p><u>2nd Grade:</u> 2016: 153/171 = 89% 2017: 162/176 = 92%</p> <p><u>3rd Grade:</u> 2016: 153/176 = 87% 2017: 152/163 = 93%</p> <p><u>4th Grade:</u> 2016: 138/139 = 99% 2017: 145/146 = 99%</p> <p><u>5th Grade:</u> 2016: 119/125 = 95% 2017: 141/147 = 96%</p>	<p>IP</p>
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<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase student attendance rates by monitoring attendance reports, conferencing with students and parents/guardians, and following the county guidelines for referrals to the school social worker.</p> <p>Offer Attendance initiatives through guidance office "At-Ten-Dance" celebration at 10:00 each Friday. "Count Me In" attendance celebrations for students with 100% attendance during each quarter.</p> <p>Recognize students with improved and/or consistent attendance at school assemblies</p>	<p>Consistent monitoring of Synergy for attendance</p>	<p>Teachers, students, Coaches, and Administrators , Counselors, Social Worker</p>		<p>Student attendance was consistently monitored by counselors and school clerk. Letters were sent regarding attendance. Referrals to social worker and Truancy Intervention Panel was utilized.</p> <p>At-Ten-Dance and Count Me In celebrations were consistently conducted.</p> <p>Student attendance was recognized at awards assemblies every 9 weeks.</p> <p>Average Daily Attendance: 2016: 95.8% 2017: 95.9%</p>	<p>IP</p>
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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>Provide Flexible schedule (work hours) to provide additional instructional time for student remediation and enrichment. 8:00-3:30</p> <p>Provide K/1st Transition Class for students who are academically not prepared for 1st grade but not in need of a full additional year of kindergarten.</p> <p>Provide dual language immersion class in kindergarten.</p>	<p>Measured by:</p> <p>District Wide Screeners, CTLS Data</p> <p>Student progress monitoring data to identify students for program and assess progress during program.</p>	<p>Owner(s):</p> <p>Teachers, students, Coaches, and Administrators</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <p>Flexible work schedules were provided to provide additional instructional time for students.</p> <p>6:30-2:00 8:00-3:30</p> <p>K/1st transition class was provided for students. Student progress was monitored consistently throughout the year.</p> <p>Dual Language Immersion was provided for 2 classes in kindergarten.</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></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. Use IE2 initiatives to support remediation programs in reading. 2. Use IE2 Initiatives to support remediation programs in math 3. Use IE2 initiatives to support remediation programs for students performing below grade level in core content subjects. 	<p>Student progress monitoring, RTI data, Goalview data, SRI, DRA, Common Assessments, District Wide Screeners</p>	<p>Teachers, students, Coaches, and Administrators</p>	<p>20 Day Instructional Funds. Title I Funds IE2 approvals</p>	<p>IE2 flexible schedule for staff was utilized to provide additional instructional time for students. Tutoring was provided 6:30-7:15 and 2:45-3:30. 20 Day instructional funds and Title I funds were used to provide after school tutoring.</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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Maintain Lighthouse Status as a measure of our commitment and success with The Leader in Me student leadership program</p>	<p>Evaluation and monitoring by school Lighthouse Team based on recommendations from the Covey Foundation</p>	<p>Teachers, students, Coaches, and Administrators</p>	<p>Cell Tower Money \$3,900.00</p>	<p>The Leader in Me continued to be the foundation of the school. Lighthouse status was maintained.</p>	<p>IP</p>

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><u>Focus Priority</u> <u>Status:</u> 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>Use feedback from surveys to develop SSP and Title I Schoolwide plan as well as locally presented parent workshops</p> <p>See Title I plan for detailed parental involvement initiatives</p>	<p>Survey Results</p> <p>TKES, LKES, AdvancEd, Title I</p> <p>Title I Surveys</p>	<p>Teachers, students, Coaches, and Administrators</p>		<p>Parent and staff survey results were used to develop the School Strategic Plan and Title I Schoolwide plan.</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>Provide monthly parent workshops aligned to parent requests/input on Title I surveys.</p> <p>Provide family friendly PTA sponsored activities</p> <p>Provide translators for all parent events</p>	<p>Workshop agendas, event flyers</p>	<p>Parents, staff, and students</p>		<p>The Title I parent surveys were used to select and implement parent workshops. Parental involvement opportunities were provided monthly.</p>	<p>IP</p>

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Nurture existing partnerships with local churches and businesses to support the school's weekend food program (Backpack Blessings) and to provide funding for classroom supplies and field trips.</p> <p>Establish additional Partners in Education to provide mentors and financial resources for schoolwide initiatives.</p>	<p>Increase in partnerships</p>	<p>All Staff and students</p>		<p>Backpack Blessings continued to provide weekend food for 500+ students.</p> <p>Funding for field trips was supported by Northwest Exterminating and other local businesses.</p> <p>Additional partnerships were established with Osborne High School and The Square church.</p>	<p>IP</p>
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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>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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend all job fairs to identify highly qualified candidates.</p> <p>We will conduct brief interviews at job fairs, review resumes, review references, and invite highly qualified candidates for interviews with our administrative team.</p>	<p>Teaching Certificates will be reviewed.</p> <p>All candidates hired will be evaluated using TKES. Frequent walkthroughs and observations will be used to evaluate teacher effectiveness.</p>	<p>Administrators</p>		<p>All job fairs were attended.</p> <p>Highly qualified staff members were recruited and hired.</p> <p>Certified staff were evaluated using the TKES assessment tool.</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. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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)	<p>Provide professional learning teams for small group training</p> <p>Provide release time for beginning teachers to observe highly effective instructional practices and behavior management techniques.</p> <p>Provide data team days for student progress monitoring</p>	Walkthroughs, observations, student and staff surveys	Teachers, students, Coaches, and Administrators		<p>Double specials schedule provided opportunities for professional learning and student progress monitoring.</p> <p>Release time was provided for both beginning and veteran teachers to observe effective instruction and behavior management strategies.</p>	IP
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)	<p>Review results of student surveys with individual teachers and plan for improvement</p> <p>Review results of leadership surveys and plan for improvement</p>	TKES and LKES Results	Teachers, Coaches and Administrators		<p>Student survey results were reviewed with staff.</p> <p>Frequent walkthroughs were conducted to monitor teacher performance.</p> <p>LKES survey results were reviewed and used to improve leader performance and schoolwide procedures.</p>	IP
Other: (Specific to school, division, or area. Can be more than one.)						