

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)	- Strengthen the data team process through the implementation of FFAS	TKES ratings on standard 4 and 6	Administration	TTIS support	We continued the use of FFAS and improved our 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. (S)	- Administer mini touchstones in ELA and Math across all grade levels - Implement FFA through CTLS	TKES ratings on standards 5 and 6	Administration	TTIS support	We administered mini touchstones in ELA and math across all grade levels using the FFAS.	IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	- Provide additional CTLS training for all staff in the FFA system - Provide STEM training for all new paras and teachers - Provide writing training for all teachers on constructed response	TKES ratings on standards 1 and 4	Administration Grade level PLCs	TTIS, Colleen Cauffiel, Catherine Padgett, district Teaching and Learning staff PL funds	We provided additional CTLS training. We also provided STEM training for all new teachers and paras. The staff received writing training for the RACE strategy/constructed response.	Met
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	- Continue RTI strategies for students below grade level - Implement IEP objectives with fidelity for those students with learning disabilities - Provide after school tutoring for students identified as below grade level readers	RI and ELA Mini-touchstones	Administration Special Ed teachers and grade level PLCs	SSA Counselors 20 Additional Day funds	We implemented all key actions with fidelity.	IP

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	- Implement Number Talks - Implement Model Drawing strategy for problem solving - Implement Math Academy for above level students	MI and Math Mini-touchstones	Administration Teachers	District teaching and learning staff 20 Additional Day Funds	We implemented all key actions. Our Math Academy performed well in competitions at the district level.	
7. Increase number of students academically completing every grade.(S)	-Monitor students in consideration for retention beginning January 2017 - Continue RTI process to identify students struggling and provide support at each grade level - Continue additional year procedures with revisions based on Milestones and guidelines established by the state and district	RTI data Number of students retained	Administration Counselors Classroom teachers	N/A	We monitored students for retention through the RTI process during the second semester of the school year. We used updated guidelines that removed Milestones as a criteria for retention.	IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	- Collaborate quarterly to plan and implement STEM/PBL units - Implement quarterly STEM focus days - Encourage and support classrooms using BYOD (3 rd -5 th grade and ALP)	TKES rating on standard 3 and 8	Administration	Colleen Cauffiel and Catherine Padgett	Collaboration for STEM and PBL occurred quarterly. Additionally we allowed students to BYOD in 3 rd -5 th grades.	Met

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

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	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)		
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Implement the IE ² contract as approved by CCSD to realign when certain content is taught to better integrate units for STEM and PBL	Summative review of units	Administration and grade level PLCs		We implemented the IE2 contract as approved by CCSD through our STEM units.	Met	
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. Implement Read 180 for identified students 2. Implement EIP reduced class model and pull-out support 3. Implement plan to provide tutoring in reading and math	RI and DRA MI Mini Touchstones in reading and math	Administration EIP teachers Grade Level PLCs	20 Additional Day funds	We implemented Read 180 for 17 students. They all made more than expected growth. We also provided after school tutoring support for students struggling in reading and math.	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.)	Revise our RTI procedures with a focus on grade level conversations regarding students needing additional interventions	RTI data	Counselors SSA Grade level PLCs		RTI process was revised and improved.	IP

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

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Seek and evaluate stakeholder input for critical processes. (AdvED)	Review parent and student survey results to inform strategic planning	Surveys	CCSD		We review survey results and will use the results to make decisions about next year's SSP.	M
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	- Continue regularly scheduled meetings of Ford PTSA, Ford ES Foundation, and School Council - Offer Ford 101 class for families new to our school in collaboration with Ford PTSA	Feedback throughout the school year	Administration		We host monthly Foundation and PTSA meetings along with bi-monthly School Council meetings	M
Other: (Priorities specific to school, division, or area. Can be multiple.)	Offer STEM Educator tours quarterly to invite other educators in to observe our STEM education in action.	Surveys Attendance and participation in tours	Administration Sally Creel Colleen Cauffiel and Catherine Padgett		We offered quarterly STEM educator tours to over 140 educators from Cobb, Georgia and the southeast.	M

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	- Seek employees with knowledge of STEM education during the hiring process	TKES standards 1 and 3	Administration	Qualified Applicants	We were able to hire employees with STEM knowledge.	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)	- Implement a differentiated professional learning plan including opportunities in STEM, technology, data team process and writing strategies - Provide mentor class for new teachers to Ford	TKES standards 1 and 3 Survey results on staff survey Classroom walk-throughs	Administration	PL funds	We provided PL in a variety of areas and a mentor support for teachers new to Ford ES.	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)	- Review TKES and LKES performance - Include staff on PLPs as needed - Identify staff on full formative and flexible formative and implement with fidelity	TKES ratings	Administration		TKES and LKES process was implemented with fidelity and used to improve professional performance.	M
Other: (Specific to school, division, or area. Can be more than one.)	- Support teachers enrolled in post-graduate studies	Teacher quality TKES	Administration and select teachers		We supported our teachers enrolled in graduate school in a variety of ways.	M