

## 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 <sup>2</sup> , 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. <b>(S) (AdvED)</b>	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>	Implement the Cobb Teaching and Learning System (CTLS)	System Utilization	Admin, teachers, and TTIS	TTIS, CTLS Platform	All grade level teachers were trained and utilized the CTLS assessment system.	M
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>	Use CTLS platform for development of formative assessments	System Utilization	Admin, teachers, and TTIS	TTIS, CTLS Platform	Grade level teachers worked as cooperative teams to develop assessments using the CTLS platform.	M
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	Provide ongoing CLTS Training, per CCSD training plan	Training Records	Admin and TTIS	TTIS, CTLS Platform	Teachers attended training each month	M
5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	Provide Guided Reading Lessons (K-5), Provide EIP Support (as needed), Employ RTI (as needed)	SRI	Teachers	Time	May 2017 SRI results indicate 73.1% of students are reading on grade level. 2017 CCRPI Calculations not available.	M
6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math & HS Algebra Scores)	Employ RTI (as needed), Provide EIP Support (as needed), Consistently utilize Number Talk instruction	SMI	Teachers	Time	May 2017 SMI results indicate 76.3% of students are performing on grade level. 2017 CCRPI Calculations not available.	M
7. Increase number of students academically completing every grade. <b>(S)</b>	Employ RTI (as needed), Provide EIP Support (as needed), Provide specialized Instruction for Identified Students	Promotion Rate	Teachers	Time, Specialized instruction	99% of students were promoted to the next grade level at the conclusion of SY2016-17	M

<p><b>8. Other:</b>  (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase Math Fact Fluency</p> <p>Utilize Local School Writing Rubrics &amp; Adjust Instruction</p>	<p>Math Fact Assessments</p> <p>Writing Rubric Data Chart</p>	<p>Admin &amp; Teachers</p>	<p>Assessments</p> <p>Time to score writing</p>	<p>Baseline = 58.7%/End of Year=89.9% (increase over 2015-16)</p> <p>Teachers collected data on most areas of focus for each genre during the year. Results will be used to determine direction for 2017-18</p>	<p>M</p>
---	--	---	-----------------------------	---	---	----------

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

<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 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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></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>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></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 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. Double-Dip instruction with EIP, Special Education, and targeted tutoring 2. Double-Dip instruction with EIP, Special Education, and targeted tutoring 3. Double-Dip instruction with EIP, Special Education, and targeted tutoring</p>	<p>1. SRI 2. SMI 3. Percentage of students scoring at Proficient or Distinguished on the Milestones EOG</p>	<p>Admin &amp; Teachers</p>	<p>20 Day funds; additional instructional resources to support tutoring program; Lassiter Study Buddies</p>	<p>1. 2017 CCRPI Calculations not available. 2. 2017 CCRPI Calculations not available. 3. 74.02% of students achieved Proficient or Distinguished on Milestones EOG</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>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----	-----

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

<b><i>District Focus Priorities 2016-2019</i></b>  <b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>2016-17 Aligned Actions and Measurements</b> <b><u>(Due September 1, 2016)</u></b>					<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met
	<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> <b><u>(Due June 30, 2017)</u></b>	
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Review AdvancED Results and seek feedback from Stakeholder Groups: <ul style="list-style-type: none"> <li>• School Council</li> <li>• Building Leadership Team</li> <li>• PTA</li> <li>• Garrison Mill Foundation</li> </ul>	Minutes	Administration	AdvancED Stakeholder Survey Results	AdvancED Results were shared with stakeholder groups throughout the year.	M
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	Design Family Math Night with local grocery store partner	Attendance	Administration  Planning & Organization Key Team	Time, Grade Level Grocery Activities, Partner Location	On February 2, 2017, we held a Family Math Night at the Publix in Market Square. Grade levels designed unique math activities that incorporated real-life activities for students and parents to complete together.	M

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Enhance STEAM Night features and opportunities by growing the program from just “Art Night.” We will include Music programming, Science Activities, and Media Center Programming</p>	<p>Attendance</p>	<p>Science Instructors, Art Teacher, Music Teacher, Media Specialists, Administration</p>	<p>Volunteers, Materials for each location, attendance plan</p>	<p>On March 23, 2017, we held our STEAM Night. It included an Art Show, Garden and Science Lab activities. The Lassiter Robotics team participated and held a demonstration. Hands-on activities were available for students and parents to engage. The Media Center staged the science fair displays. The Chorus performed as well. Overall, it was a highly engaging night for our students and families.</p>	<p>M</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 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>Building Leadership Team work with administration to develop interview questions to address qualifications for teaching positions.</p>	<p>TKES Evaluation Instrument</p>	<p>Administration</p>	<p>TKES platform, interview questions</p>	<p>This was not accomplished this year. Feedback was taken from individual staff members, but a formal review by the Building Leadership Team did not occur. We will return to this topic in SY 2017-18.</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>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>N/A</p>

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Provide CTLS training (with a focus on formative assessments and progress monitoring)	Attendance & CTLS Reports	Admin & TTIS	CLTS TTIS	All grade level teachers were trained and utilized the CTLS assessment system. Grade level teachers worked as cooperative teams to develop assessments using the CTLS platform.	M
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	N/A
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Provide Professional Learning for teachers with Identified areas of weaknesses	Completion of assigned professional learning	Administration	TKES platform  CCSD Evaluation Department	Staff member performance issues were addressed throughout the year. As needed, staff members were provided Professional Learning via both direct instruction and observation.	M
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	N/A