

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></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>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Collect data through the implementation of CCSD FFAS, utilize the Data Team Process and grade level common assessments.</p> <p>Identify and implement effective, research based instructional strategies in response to student performance data.</p>	<p>Data Team Meeting Minutes</p> <p>RTI progress RI and MI implemented 3 times a year</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>	<p>100% of grade level k-5 teams meet to collaboratively plan and create common formative assessments and implement the data team process.</p> <p>Based on RI and MI scores many student levels are increasing but students continue to be significantly below grade level.</p>	<p>IP</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 and/or revise common grade level assessments through Data Team process.</p> <p>Utilize assessments provided through CTLS for reading and math.</p> <p>Analyze data to determine flexible grouping of students and to develop differentiated lessons</p>	<p>Data Team Meeting Minutes Common grade level assessments</p> <p>Touchstones Assessments DRA GLOSS</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p> <p>FFAS training</p> <p>FFAS training</p>	<p>100% of teams worked collaboratively to develop common assessments and implement the data team process.</p> <p>Teachers were provided training by the CCSD TIS on the usage of CTLS and how to use data to determine flexible groups.</p>	<p>IP</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>Implement FFAS and CTLS training</p> <p>Differentiate staff development based on TKES weaknesses and/or staff personal goal setting</p>	<p>Assessments created Data Team Meeting Minutes</p> <p>2016-17 TKES Mid-Year and end-of-year ratings</p>	<p>Teachers Academic Coaches Administrators</p>	<p>TTIS</p>	<p>100% of Teachers k-5 meet monthly to be trained in the FFAS model and CTLS system.</p> <p>No data</p>	<p>IP</p> <p>NM</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue to implement differentiated guided reading instruction with fidelity in every classroom daily</p> <p>Implement Read 2 Read initiative in Kindergarten</p>	<p>Lesson plans DRA RI Running Records Ongoing classroom assessments</p> <p>Data Team monitoring after each 10 days of instruction</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p> <p>CCSD Teaching and Learning Department Personnel</p>	<p>Based on the DRA and RI many students' levels are increasing but are not on grade level.</p> <p>Reading scores improved in 1-5 grades by 11% based on the RI.</p> <p>100% of kindergarten teachers implemented the Read 2 Read initiative. Data was used to adjust instruction every 10 days and students received remediation based on weaknesses.</p>	<p>IP</p> <p>IP</p> <p>IP</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>Continue to implement daily Number Talks and differentiated guided math instruction, with fidelity in every classroom daily</p>	<p>Lesson plans MI Ongoing classroom assessments</p> <p>TKES walkthroughs and observations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>	<p>Based on MI scores students are increasing in math levels but not on grade level and continue to have areas of weakness associated with basic number sense.</p> <p>Math scores improved by 13% based on the MI.</p>	<p>IP</p> <p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Continue RTI process, differentiate instruction, monitor progress of every student</p>	<p>RTI goal process</p> <p>Lesson plans</p> <p>RTI Meeting Minutes</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>	<p>No data on goal progress</p> <p>Lesson plans indicated consistent differentiation and progress monitoring to support the RTI process.</p>	<p>NM</p> <p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Enhance and sustain a positive school climate by implementing a staff and student attendance recognition program</p>	<p>School surveys School Climate Committee Meeting Minutes AdvacED Survey School Climate Survey</p>	<p>Teachers Administrators Support Staff</p>	<p>N/A</p>	<p>No Data</p>	<p>NM</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><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvacEd-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><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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>	

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/System 44 Implement Fountas/Pinnell Reading Intervention Program 2.Implement daily intervention time 3.Continue support of Special Education and RTI interventions	RI DRA MI Lesson plans RTI data in CSIS and SpED data in Goalview	Teachers Academic Coaches Administrators	N/A	Read 180 and System 44 was implemented consistently from December through May. RI scores improved by 19% for these students.	IP
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	0 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> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met

Seek and evaluate stakeholder input for critical processes. (AdvED)	Increase parent participation on AdvancED Survey and School Climate Survey	Survey results Response Rate	Teachers Administrators	N/A	Participation in the Climate surveys increased by 6%.	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Continue implementation of monthly curriculum nights Promote Parent Workshops and PTA events Continue quarterly Principal/Parent Conversation Meetings	Increase in attendance at events PTA Board Meeting Minutes Parent Feedback Form completed after each meeting	All staff Students and Parents	N/A	Monthly curriculum nights were a success, based on the parent survey responses. Parent liaison promoted parent workshops and PTA events through newsletters, texts, emails, call outs and during title one events.	IP IP
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.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)
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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. (IE ²)	Continue to implement rigorous interview process to identify highly effective teachers.	TKES scores of new hires	Administrators	N/A	Administration attended the CCSD hiring fair designed to attract highly qualified teachers. Teachers selected to interview met the Hi Q requirements.	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. (IE ²)	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	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Continue school focused professional development through PLC groups, Key Committee Meetings and Collaborative Planning Time Implement FFAS training	Surveys Individualized professional learning plans	Teachers Academic Coaches Administrators	N/A	No available data to review at this time.	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 (IE ²)	Focus on standards in need of improvement on individual teachers	TKES/LKES Data	Teachers Administrators	District support through Evaluation Office	TKES data was reviewed at formative evaluations and results used to provide support for areas of weakness.	IP
Other: (Specific to school, division, or area. Can be more than one.)						