

## 2016-17 Cobb County School District Strategic Plan

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

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<b>Key Actions:</b> <i>(List as many actions as needed in each box.)</i>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> <i>(Due June 30, 2017)</i>	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Utilize data cycle spreadsheet, common assessments, lesson plans, and ATLAS protocol to monitor student progress	Common Assessments	Administration Data Team Leaders	ATLAS protocol; spreadsheet	Provided targeted interventions to improve student achievement.	IP
<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>	Access CCSD formative assessment bank to create common assessments  Develop a local assessment calendar for implementation	CTLS Data	Administration Curriculum and Instruction Key Committee	CTLS	Teachers used common formative assessment data to adjust instruction throughout the year	IP
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Implementing the county initiative for CTLS to promote data driven instruction  Differentiate professional learning opportunities to utilize the acquisition materials for language arts	Common Assessments	Administration Academic Coach Technology Training Integration Specialist	CTLS K-2 Core Content Materials	Teachers were provided a variety of professional learning opportunities, i.e., articles, collaborative discussions, county-led CTLS trainings, professional learning from various district personnel, and national conferences.	IP

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide students with timely systematic data driven interventions to support their learning needs (small group/individualized plans) and monitor accordingly</p>	<p>SRI DRA iRead System 44 Read 180 Milestone</p>	<p>Grade Level Teachers Data Team Leaders</p>	<p>iRead System 44 Read 180; 20 Day money for instructional support; Leveled book room</p>	<p>Based on CCRPI scores we saw a slight overall decrease from 2016 to 2017 of students reading on grade level -- 1.6 decrease.</p>	<p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Provide students with timely systematic data driven interventions to support their learning needs (small group/individualized plans) and monitor accordingly</p>	<p>Common Formative Assessments; SMI; Milestones</p>	<p>Grade Level Teachers Data Team Leaders</p>	<p>FOCUS math; 20 Day money for instructional support; Conceptua Math</p>	<p>Based on CCRPI scores from 2016 to 2017:</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade: 4.3 decrease</li> <li>• 4<sup>th</sup> grade: 11.2 increase</li> <li>• 5<sup>th</sup> grade: 2.5 increase</li> </ul>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Monitor students through the RTI process Analyze student data to monitor bottom quartile students</p>	<p>RTI data Data cycle spreadsheet Report Card</p>	<p>Administration Grade level teachers Counselors</p>	<p>Spreadsheet; RTI portal</p>	<p>From the 2016 to the 2017 school year, there was a slight decrease in the number of students completing their grade level. In 2016, twenty students were retained; in 2017, twenty-one students were retained.</p>	<p>IP</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue The Leader In Me implementation</p>	<p>School Climate Survey</p>	<p>All staff</p>	<p>Leader in Me student activity guides; training manuals and DVDs</p>	<p>During the 2016 – 2017 school year, Hayes submitted a proposal for the CCRPI challenge points. We experienced a 25% decrease in office referrals.</p>	<p>IP</p>

**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 IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p> <p>Maintain Core Connection Classes</p> <p>Maintain innovative ESL service model</p>	<p><b>Measured by:</b></p> <p>Formative and classroom assessments</p> <p>Formative and classroom assessments ACCESS</p>	<p><b>Owner(s):</b></p> <p>Administration</p>	<p><b>Resources Needed:</b></p> <p>Title 1 Funding</p>	<p><b>Results Of Key Actions:</b> (<u>Due June 30, 2017</u>)</p> <p>Increase in ALL student achievement in every subject except in science. We experienced a 2.4% decrease in the number of students scoring at level 3 and 4 proficiencies.</p> <p>Twenty-five students were provided services through this model. Eighty-five percent of these students were reading on grade level by the end of the school year.</p>	<p>IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (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></p>

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize Title 1 funded resources i.e., System 44/Read 180, SuccessMaker; Provide Tutoring using 20-Day funding and Title 1 monies</li> <li>2. Utilize Title 1 funded resources i.e., SuccessMaker; Provide Tutoring using 20-Day funding and Title 1 monies</li> <li>3. Monitor students through the RTI process; Analyze student data to monitor bottom quartile students</li> </ol>	<ol style="list-style-type: none"> <li>1. RI; DRA; local end of the year assessments; Milestones</li> <li>2. MI; local end of the year assessments; data cycles; Milestones</li> <li>3. RTI data; local formative assessments; Milestones</li> </ol>	Administration	Title 1 funds 20 Day funds	<ol style="list-style-type: none"> <li>1) We saw a 2.8% decrease in our students reading below grade level (4<sup>th</sup>).</li> <li>2) We saw a 3.7% decrease in the number of students who were unsuccessful on the GA Milestone.</li> <li>3) We offered tutoring to approximately 88 students.</li> </ol>	IP
<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>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	Obtain Lighthouse Status with Franklin Covey's Leader In Me initiative		All Staff and students	Grants and Partners in Education	Continuing to work toward Lighthouse status- year 2 of a 3 year plan.	IP

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

<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>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p> <p>Utilize School Council, Partners in Education, community meetings to give input for critical processes</p>	<p><b>Measured by:</b></p> <p>Parent Survey</p>	<p><b>Owner(s):</b></p> <p>Administration</p>	<p><b>Resources Needed:</b></p> <p>N/A</p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p> <p>We increased our participation from community stakeholders.</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p> <p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>See Title I Plan</p>	<p>Administration Parent Facilitator Parent Surveys</p>	<p>Administration Parent Facilitator</p>	<p>Title I Funds</p>	<p>See Title I Plan</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</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>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><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Utilizing district hiring portal  Participate in Cobb County job fairs</p>	<p>Survey</p>	<p>Administration</p>	<p>TalentEd  District job fair</p>	<p>We utilized the hiring portal throughout the year as positions open. We participated in the county job fair.</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>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>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Implement TKES/alternative evaluations with fidelity  Provide differentiated professional learning opportunities to all staff</p>	<p>TKES</p>	<p>Administration</p>	<p>TKES Platform  Professional learning</p>	<p>100% of our teachers were trained in the standards and assessed by TKES as appropriate.  Differentiated professional learning opportunities were provided to address learning engagement, formative assessments, and student progress monitoring.</p>	<p>IP</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

Use results of TKES and LKES to improve professional performance (IE <sup>2</sup> )	Provide Professional Learning Plans (PLP) for teachers with level 1 or 2 evaluation performance	TKES	Administration	District support	100% of our staff demonstrated level 3 or 4 performance.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						