

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)	Design professional learning experiences to enhance instructional practices in reading and math.	MI Universal Screener, Lesson Plans, Math PLC meeting minutes	Admin	N/A	Professional Learning in math contributed to improved performance as measured by the Math Inventory (MI). The following data show growth in percentage of students performing at the proficient/advanced level from Fall 2016 to Spring 2017: K: 4.5% → 74.0% 1: 1.2% → 45.7% 2: 7.4% → 43.5% 3: 3.4% → 30.9% 4: 4.3% → 38.1% 5: 16.5% → 33.0%	IP

<p>3. <i>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>Create and administer common formative assessments in all content areas in grades K-5. (FFAS)</p>	<p>Touchtones</p>	<p>Admins Teachers</p>	<p>N/A</p>	<p>Teachers in grades 1-5 administered Touchtone assessments during the first year as a Phase III FFAS school. Teachers participated in professional learning throughout the year as part of implementing the FFAS. Additional professional learning will continue as teachers strengthen their comfort with creating quality common assessments as part of their PLCs.</p>	<p>IP</p>
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Publish a calendar of professional learning opportunities (both required and optional)</p>	<p>Professional Learning feedback surveys</p>	<p>Academic Coaches Teachers</p>	<p>N/A</p>	<p>Teachers participated in professional learning experiences throughout the year in math and ELA. Learning experiences were designed & led by teacher leaders, coaches, and administrators. The results of the surveys guide the personalized learning experiences and guide PL learning experiences for our teachers. Results suggest that learning led to comfort in guided math within the instructional framework and need additional PL in creating and evaluating the results of common assessments within PLCs.</p>	<p>IP</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement early literacy course for K-2 classroom and support teachers.</p> <p>Provide Guided Reading as part of Reader's Workshop</p> <p>Collect data on students' individual reading levels and support students reading below grade level with programs that include Reading Recovery, EIP, and Reading 180/System 44</p>	<p>RI</p> <p>DRA</p> <p>Running Records</p>	<p>Academic Coaches</p> <p>Reading Recovery teachers</p> <p>EIP</p>	<p>N/A</p>	<p>Teachers used DRA and running records as formative assessments throughout the year to guide instruction. The Reading Inventory (RI) was administered multiple times during the year as a summative measure. The following data show how the percentage of students reading on grade level increased from Fall 2016 to Spring 2017:</p> <p>1: 23.8% → 45.0%</p> <p>2: 31.4% → 47.8%</p> <p>3: 34.1% → 47.8%</p> <p>4: 29.2% → 38.1%</p> <p>5: 28.4% → 43.0%</p>	<p>IP</p>
---	---	---	---	------------	---	-----------

<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 differentiated monthly math grade-level staff development with the support of local math coach.</p>	<p>MI Touchstones</p>	<p>Academic Coaches Teachers</p>	<p>N/A</p>	<p>Monthly math professional learning, led by academic coaches, was designed to preview upcoming content and make resources available to teachers and provide guidance to use specific math strategies to help teachers implement the math instructional framework successfully in each classroom. Touchstones were used as formative assessments to provide feedback for teachers and students. Math Inventory (MI) data show growth in percentage of students performing at the proficient/advanced level from Fall 2016 to Spring 2017:</p> <p>K: 4.5% → 74.0% 1: 1.2% → 45.7% 2: 7.4% → 43.5% 3: 3.4% → 30.9% 4: 4.3% → 38.1% 5: 16.5% → 33.0%</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Continue RTI process and additional year notification.</p>	<p>RTI portal data</p>	<p>RTI Tier 2 Coordinator Counselors</p>	<p>N/A</p>	<p>RTI Tier 2 meetings were conducted every six weeks and Tier 3 meetings were scheduled weekly.</p> <p>K-5 Tier 2 = 26students K-5 Tier 3 = 24 students</p> <p>We continue monitoring these students and follow district policy as it relates to promotion and retention.</p>	<p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Support teachers with professional development in the Units of Study in writing.</p>	<p>End of Unit of Study writing pieces</p>	<p>Academic Coaches Teachers</p>	<p>N/A</p>	<p>Professional learning was created to support units in narrative, opinion, and informational pieces. Parents were invited to join Quarterly Celebrations which increased the amount of feedback that each student received.</p> <p>Teachers participated in vertical PLC meetings to score and analyze writing samples that were collected from K-5 students. The collaborative scoring of the writing samples, along with guided discussion by teacher leaders and coaches, served as high quality professional learning that led to additional goal setting. K-5 Writing Goals were documented when common areas for improvement were identified.</p>	<p>IP</p>
--	---	--	---	------------	---	-----------

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>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>		
	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	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. Provide reading support via EIP and Reading Recovery 2. Provide math support via EIP and math tutoring 3. Extended Day Tutoring	RI, MI, DRA Students' Lexile levels and Quantile levels will be measured to measure growth and students' DRA beginning and ending level will be measured.	Reading Recovery Teachers EIP teachers Teachers	20 Day funds for extended day tutoring	Different EIP models were implemented in each grade (including reduced class size, push-in, pull-out, Reading Recovery) to accelerate teaching in reading and math. Intervention Programs used included Read 180 and Math 180. As a result, the following EOG results indicated overall growth in ELA and an overall decline in Math from Spring 2016 to Spring 2017. Percent of students performing on Levels 2-4: ELA: 2016 = 50.0% ELA: 2017 = 54.6% Math 2016 = 56.3% Math 2017 = 54.0%	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	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (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><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Administer AdvancED/SACS stakeholder survey. Based on previous stakeholder input, our school will improve processes for effectively communicating about the schools goals and activities, as well as our established goals and plans for improving student learning.</p>	<p>Survey Results</p>	<p>Parent Facilitator</p>	<p>N/A</p>	<p>2017 Georgia School Climate Surveys were made available to students, staff, and parents. The number of surveys completed for 2017 were:</p> <p>Students: 299 Staff: 73 Parents: 37</p> <p>As a result of School Climate Surveys (along with other indicators), Hendricks earned a 4 Star Rating, indicating an <u>above average</u> CCRPI school climate index.</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>See Title I Plan</p>					

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.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE², 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)	Attend job fairs to recruit highly qualified teachers. We will seek teachers who demonstrate the capacity or have strengths in instructional strategies, differentiated instruction, and providing an academically challenging environment (TKES Standards 3,4,8)	Teacher staffing TKES ratings for all new hires (TAPS)	Patrick O'Connell	N/A	Three administrative team members and two teachers attended the March 28 CCSD Job Fair at Wheeler HS.	IP
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)	Offer professional learning activities that address standards, instructional practices, and assessment. Attend educator conferences and workshops	Professional learning survey results. Conference evaluations forms.	Admins Academic Coach Teachers	School-Focused Professional Learning funds & Title I PL funds	School level professional learning was offered with an emphasis on personalized-professional learning to support teacher growth resulted in additional P.L. opportunities for teachers. Teachers attended conferences and continued to build their own professional learning network to support individual needs.	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)	Provide feedback to individual teachers based on TAPS ratings.	TKES data	Admins	N/A	All teachers received individual feedback in addition to their TAPS rating as part of the individual evaluation process.	IP
Other: (Specific to school, division, or area. Can be more than one.)						