

## **2016-17 Cobb County School District Strategic Plan**

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

<p><b>District Focus Priorities 2016-2019</b></p> <p><b><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></b></p>	<p><b>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</b></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><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p><i>1. Organize student performance data through CTLs for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>1. Implement 6 step Data Team Cycles in Math and Reading</p> <p>2. Utilize intermediate goal setting (pink) sheets in reading to conference with students regarding Fountas and Pinnell independent level growth &amp; math facts tracking sheets for math.</p>	<p>1.Touchstones in Math and Reading for 1<sup>st</sup> – 5<sup>th</sup> Benchmark Assessments for Rdg in K</p> <p>2.Box of Facts Tracking Sheets iStation Reading data decision worksheets</p>	<p>1. Grade level teachers, Academic Coaches, Literacy Leaders, Admin</p> <p>2. Grade level teachers, individual students</p>	<p>1. Collaboration Time, Data Teaming Worksheets, CTLs data</p> <p>2. Goal Setting worksheets, time to conference with students</p>	<p>1. Grade Level teams implemented FFAS this year. They were led to review Touchstone data, SRI, SMI, and some used common assessments. This is an area of growth for us.</p> <p>2. The expectation was to use a recording sheet online rather than hard paper which was a suggestion made by some of the staff to save time. We will continue this process.</p>	<p>1. In Progress</p> <p>2. In Progress</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>1. Administer Touchstone assessments for Math and Reading in 1<sup>st</sup> – 5<sup>th</sup> Grades; Benchmark Assessment for K.</p> <p>2. Refine common assessments in reading and math adding the required Touchstone questions (2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> 9 Wks).</p> <p>3. Score constructed responses in ELA and Math with Grade Level groups.</p>	<p>1. County Touchstones for 1<sup>st</sup> thru 5<sup>th</sup>; Benchmark Assessment in K</p> <p>2. Grade level common assessments combined with Touchstones for Math and Reading</p> <p>3. ELA and Math Rubrics from the State/County</p>	<p>1. TTIS, Grade Level Teachers, Literacy and Math Coaches, Admin. Team</p> <p>2. Grade Level Teachers and Literacy/Math Coaches</p> <p>3. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p>	<p>1. Touchstone &amp; Benchmark Assessments</p> <p>2. Common Assessments</p> <p>3. Constructed Response questions and rubrics</p>	<p>1. All teachers K-5 administered the Touchstone Assessments and Benchmark Assessment for K.</p> <p>2. Some of the teachers began refining common assessments to include Touchstone questions towards the end of the year. We will continue to work on this in the fall.</p>	<p><b>1. MET</b></p> <p><b>2. In Progress</b></p>
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<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>1. Develop a clear sense of our collective purpose by refining the foundational components essential to operating a Professional Learning Community.</p> <p>2. Differentiate the learning goals per grade/subject to master to achieve full implementation of the reading and math workshop models.</p> <p>3. Plan engaging lessons focusing on best practices; the teachers will learn the “How” versus the “What.”</p>	<p>1. Team Minutes; Defour’s PLC Rubric</p> <p>2. Needs assessment from Reading and Writing Workshop Rubrics</p> <p>3. Team Minutes, formative assessments from the TKES process</p>	<p>1. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p> <p>2. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p> <p>3. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p>	<p>1. Using <b>Learning by Doing</b> by Richard Defour, et al.</p> <p>2. N/A</p> <p>3. N/A</p>	<p>1. The focus has been on what is the basic fundamental purpose of a PLC which is trust and communication. We had many crucial conversations with teams. Teams rated themselves against the PLC foundational components—data indicated the need to develop trust and streamline communication from admin to teachers and vice versa.</p> <p>2. We began discussing the components of the reading, writing, and math workshop model. Teams were asked to use the workshop model frameworks to identify areas of strengths and weaknesses. This tool was used to determine next steps for PL. More work needs to be done in this area.</p> <p>3. This goal was carried over from 2015-16. Walkthrough data, Touchstones data, lesson plan reviews, and anecdotal notes indicate the need to go back to the 4 questions a PLC asks/answers—particularly what does a good engaging lesson look when a teacher teaches a standard on grade level.</p>	<p>1. In Progress</p> <p>2. In Progress</p> <p>3. In progress</p>
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<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Monitor student growth on a monthly basis based on pink conferencing sheets</p> <p>2. Implement shared reading to develop vocabulary exposure with grade level texts.</p> <p>3. Integrate Word Work in Guided Reading via Jan Richardson's PL material.</p>	<p>1. iStation data SRI, running records, Touchstones</p> <p>2. Lesson Plans, Observations and Walkthroughs</p> <p>3. Lesson Plans, PL Agendas, Observations and Walkthroughs</p>	<p>1. Grade level/Subject area teachers, coaches, Literacy Leaders, EIP</p> <p>2. Grade level teachers</p> <p>3. Grade Level Teachers</p>	<p>1. iStation (Oct.) access to computers or ipads</p> <p>2. N/A</p> <p>3. Jan Richardson's Word Work Book</p>	<p>1. Student growth was monitored throughout each nine weeks via FFAS and thru common assessments.</p> <p>2. Based on lesson plans, observations, and walkthroughs, most teachers utilize shared reading and work on vocabulary. A more consistent approach to intentionally make this a part the Literacy Block should be a focus for the 2017-2018 school year.</p> <p>3. We did not have time to learn about this during the 2016-2017 school year.</p>	<p>1. Met</p> <p>2. In Progress</p> <p>3. Not Met</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>1. Provide weekly recognition for gains made in fact fluency.</p> <p>2. Implement the Math Workshop Model in each math lesson.</p> <p>3. Utilize CLOSE strategy to solve word problems in 4<sup>th</sup> and 5<sup>th</sup> grade on a weekly basis.</p>	<p>1. Measurements on Mathletics and in class assessments</p> <p>2. Walkthroughs, Lesson Plans, Team Minutes, Observations</p> <p>3. Lesson Plans, Observations</p>	<p>1. Math teachers, coaches, EIP, Admin</p> <p>2. Grade Level Teachers</p> <p>3. Math Coach and Math Teachers, Admin</p>	<p>1. Mathletics Subscription</p> <p>2. PL in Math Workshop Model</p> <p>3. Problem Solving cards w/close strategy for 4<sup>th</sup> and 5<sup>th</sup> grade</p>	<p>1. Throughout the year, students were recognized by student and by homeroom for the gains made in Math using Mathletics &amp; students were recognized based on the Gold-Silver-Bronze levels.</p> <p>2. We are continuing to work on implementation of the Math Workshop Model.</p> <p>3. We used the CLOSE strategy weekly in 4<sup>th</sup> and 5<sup>th</sup> grade. Our data revealed that students need to continue to work on explaining their thinking as a response to solving mathematical word problems.</p>	<p>1. MET</p> <p>2. In Progress</p> <p>3. Met</p>

<p>7. Increase number of students academically completing every grade.(5)</p>	<p>1. Restructure the Tier 2 process in order for teachers to take ownership of struggling students.</p> <p>2. Implement CTLS and the Formative Flexible Assessment System to fully analyze student data and determine next steps.</p> <p>3. Provide parent support through clear communication of the RTI process.</p>	<p>1. RTI Minutes/Mtgs, RTI data</p> <p>2. Mtg Agendas, Walkthroughs, Observations, Data Decision Sheets</p> <p>3. Percentage of Parents attending Tier 3 Mtgs &amp; Percentage of Parents attending October Conferences.</p>	<p>1. Grade Level Teachers, Counselor, Admin Team</p> <p>2. Grade Level Teachers, Literacy Leaders, TTIS, Coaches, Admin Team</p> <p>3. Grade Level Teachers, Counselors, Admin Team</p>	<p>1. Time</p> <p>2. Training from TTIS, Time</p> <p>3. RTI Agenda, Parent Handout for RTI</p>	<p>1. Teachers were retrained on RTI Tier 2 and. Tier 3 procedures. As a result we have systems in place to aid in communication of the RTI Process.</p> <p>2. Teachers took full advantage of the TTIS in the building. All of them utilized FFAS and CTLS to give assessments and analyze the data. We will continue working on the “next steps” portion of the goal.</p> <p>3. 85% of our parents attended Tier 3 meetings throughout the year. 90% of our parents attended parent conferences. Though we met this goal, we will continue to work on 100%.</p>	<p>1. Met</p> <p>2. Met</p> <p>3. Met</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</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 (Due August 8, 2016)</b></p>						<p><b><u>Focus Priority Status:</u></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>1. Implement the Dual Language Immersion Program in two Kindergarten classrooms.</p> <p>2. Utilize the Advanced Content model in two 4<sup>th</sup> Grade Classrooms.</p>	<p>1. GKIDS, Parent &amp; Teacher Feedback, Feedback from Dr. Barfield</p> <p>2. EOG, Parent, Teacher, Feedback from District Coach</p>	<p>1. DLI Teachers &amp; Paras, Dr. Barfield</p> <p>2. AC Teachers, District Coach</p>	<p>N/A</p> <p>N/A</p>	<p>1. Based on walkthroughs, conversations with students and parents as well as feedback from Dr. Barfield, our first year with DLI was a huge success. All students were promoted to 1<sup>st</sup> grade.</p> <p>2. Students in the AC Classrooms and identified as AC, improved in EOG scores as well as class formative assessments. Both teachers successfully completed AC professional development and full implementation of the model.</p>	<p>1. Met</p> <p>2. Met</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>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 Literacy Leaders at each grade level to push into classrooms and provide support for “bubble students” as well as assist with RTI.</li> <li>2.Use Mathletics at home and school; provide school wide recognition individually and among classrooms for using the program.</li> <li>3.Implement Box of Facts or Number Talks daily from 1<sup>st</sup> through 4<sup>th</sup> Grade.</li> <li>4. Increase parent communication for struggling students; clearly define homework at each grade level</li> <li>5. Ensure higher DOK activities for 5<sup>th</sup> grade mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>1.Reading data decision sheets, RTI data</li> <li>2. Student Tracking Sheets in CARE Folders.</li> <li>3. Mathletics Data Report</li> <li>4. Conference Logs, RTI Mtgss, Advanced Ed Survey</li> <li>5. Lesson Plans, Observations,</li> </ol>	<ol style="list-style-type: none"> <li>1.Grade Level Teachers, Admin, Literacy Leaders</li> <li>2. Grade level Teachers, Admin, Math Coach</li> <li>3. Grade Level Teachers</li> <li>4. Grade Level Teachers, Counselors, Admin Team</li> <li>5. Math Coach, Grade Level Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1.iStation data, running records</li> <li>2.Mathletics Subscription</li> <li>3.Box of Facts and Number Talks PL</li> <li>4. N/A</li> <li>5. N/A</li> </ol>	<ol style="list-style-type: none"> <li>1.Literacy Leaders were assigned to each grade level. These leaders assisted with RTI and targeted “bubble” students.</li> <li>2.Students have spent over 4,139 hours on Mathletics this school year. First grade has a strength in geometry (95%) and is working on operations and algebraic thinking (57%). Second grade has a strength of review concepts for fractions (99%) and is working on measurement and data (62%). Third grade’s strength is in review concepts for measurement and data (99%) and is working on multiplication (62%). Fourth grade’s strength is in numbers and operations in base ten (100%) but is working on review concepts of measurement and data (25%). Fifth grade has a strength in geometry (100%) but is working on measurement and data (69%).</li> <li>3.Teachers in 1<sup>st</sup> through 4<sup>th</sup> grade used Number Talks or Box of Facts daily.</li> <li>4.Parents were given notice of academic and/or behavioral concerns throughout the year. We will work to clearly define homework policies this upcoming school year.</li> <li>5. There was not time to work on this goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. MET</li> <li>2. Met</li> <li>3. Met</li> <li>4. In Progress</li> <li>5. Not Met</li> </ol>
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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>	N/A	N/A	N/A	N/A	N/A	
<b>Other:</b> (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>	<b>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</b>					
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<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> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	1. Implement Parent Surveys for Title 1, AdvancED, School Climate  2. Administer Title 1 Evaluations after academic and input sessions.  3. Collaborate with SW Cobb schools to provide larger stakeholder feedback (Area School Council Mtgs).	1. Individual Surveys  2. Title 1 Evaluation  3. South Cobb School Council Minutes	1. Admin Team, Teachers 2. Parent Facilitator and Liaison, Admin Team 3. Admin Team	N/A	1. All stakeholders completed surveys with over 75% participation rates for each survey. 2. All Title 1 Evaluations were used after academic and input sessions. 3. The South Cobb School Council met 4 times throughout the year to discuss CCRPI, Attendance, and EOG.	1. Met  2. Met  3. Met



<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	1. Inform parents on the importance of attendance and being on time by utilizing TIP panels and parent conferences to discuss attendance.	1. Attendance Report on ONTrack	1. & 2. Tiffany Jones, SLI, Karen Scarver, Counselor, and Brenda Millsaps (Social Worker)	1. & 2. Recognition awards for students and teachers.	1. Several activities were used this year to make attendance more of a priority (parent letter, Blackboard Callouts, and TIP meetings). Schoolwide incentives were offered for perfect attendance. We will continue this goal.	1. In progress
	2. Recognize students and teachers for attendance accomplishments.	2. Attendance Report on OnTrack & ASEOP			2. We recognized students and teachers on a monthly basis and at the end of each quarter.	2. Met

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

<b>District Focus Priorities 2016-2019</b>		<b>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</b>					<b>Focus Priority Status:</b>
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<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> (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	1. Create and implement local school rubric & interview questions. Ensure Team Leaders participate in interview panel for certified positions. SpEd teachers on interview panels for paraprofessionals.	1. Retention rate on CCRPI when available	1. Admin Team	1. Rubric for interviews	1. Rubrics were used to interview and hire a SSA, supply teacher, and AU Teacher. A variety of staff members sat in on interviews.	1. Met	
	2. Participate in KSU/CCSD Professional Development School Collaborative	2. Minutes of Collaboration	2. Site Coordinator and Admin	2. N/A	2. Periodic meetings were held between KSU and Hollydale Staff members in order to mentor teacher candidates and collaborate with university level supervisors.	2. Met	

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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	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. <b>(AD)</b>	1. Provide OWL Collab time with coach and administration present to plan effective instruction based on data at least twice a month.  2. Train teachers on CTLS & Flexible Formative Assessment System to monitor student progress.	1. Team Minutes, student grades turned in quarterly.  2. Team Minutes, Data Decision Sheets	1. & 2. Grade Level Teachers, Coaches, Lit Leaders, Admin	1. N/A  2. TTIS Instructor	1. Coaches met with each grade level twice a month to plan instructional activities. 2. All teachers met with Lynn McGee our TTIS to successfully complete the FFAS training.	1. Met  2. Met
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	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Provide release time for staff members to observe one another and provide peer coaching as needed.	Collaborative Planning Minutes, Schedules, Reflection of time spent together.	Admin, Coaches, Literacy Leaders, Grade Level Teachers	Collaborative Planning Time	1. Our 1 <sup>st</sup> grade team met to pinpoint areas they would like to grow—they developed a schedule to observe one another and therefore grow in specific areas.	1. In Progress
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						