

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 (<u>Due September 1, 2016</u>) | | | | | | Focus Priority Status: NM = Not Met IP = In Progress M = Met |
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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: (<u>Due June 30, 2017</u>) | | |
| 1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED) | <ul style="list-style-type: none"> Continue to work toward full implementation of the CTLS system. Teachers and school leaders will continue to be supported by TTIS as a phase 2 participant. | Staff and leader use of CTLS | All staff | Admin training by TTIS on use and monitoring of CTLS. Ongoing teacher support by TTIS. | Have not reached full implementation. Staff continues to use CTLS for Touchstones, but have not fully committed to accessing other assessments. | IP | |
| 2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD) | <ul style="list-style-type: none"> Organize a data team process (k-5) meeting frequently to identify gaps in student progress Identify and document specific strategies with a formal monitoring plan in place | TKES Walk-Throughs, Team Collaboration Minutes, Data Team Minutes, Data Notebooks, Differentiation in lesson plans, common assessment data | All Staff | Designated Collaboration time to develop strategies, lesson plans and common assessments | All staff met a minimum of one time per month to analyze data, develop strategies and adjust instruction. In addition, teams met weekly to collaborate on student progress as well as progress monitoring. | IP | |

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| <p>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)</p> | <ul style="list-style-type: none"> • Designate collaboration time to develop common assessments and monitor FFA results. • Engage in collaborative scoring of On Demand assessments in writing, constructed and extended responses • Work closely with TTIS to ensure fidelity in the FFA and CTLS Phase 2 implementation | <p>Team minutes and agenda, admin team taking active role in process</p> | <p>All Staff</p> | <p>Funds for collaboration time during school day</p> | <p>Three collaboration days were provided for all staff this school year. Collaborative scoring of constructed and extended responses proved beneficial as part of Keheley's monitoring plan. In addition, all staff continued to work in the FFA system (development of common assessments to use with iRespond). TTIS provided training but limited support. We still have work to do in becoming proficient with FFA and CTLS.</p> | <p>IP</p> |
| <p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p> | <ul style="list-style-type: none"> • Tie professional learning to our IE2 plan to include the area of literacy K-5 • Use rubrics developed in the IE2 plan to qualify students for EIP in the area of writing • Focus on collaborative scoring, data analysis and strategy development for PL | <p>TKES Walk through data, student formative and summative assessments, surveys, staff attendance monitored</p> | <p>All Staff</p> | <p>Funds to allow for professional learning during the school day as well as observations of the Lucy Calkins workshop model in fully operational schools.</p> | <p>Lucy Calkins, Units of Study purchased for all K-5 classrooms. IE2 plan rubrics were utilized to identify writing deficits K-5, qualifying students for EIP services in the area of writing. Collaborative scoring and data analysis time was given to all grade levels. All classroom teachers were afforded the opportunity to observe fully functional Units of Study at Rocky Mt. Elementary.</p> | <p>IP</p> |

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| <p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p> | <ul style="list-style-type: none"> • Implement guided reading in all K-5 classrooms • Utilize district-wide Reading Inventory assessment to identify and monitor students' strengths and weaknesses • Increase independent reading time/stamina in all classrooms • Encourage Reading Buddy/Peers/Mentors • Organize tutoring program for at-risk students • Develop and promote reading incentive program (PTA) | <p>Lesson plans, data reports generated by reading inventory (SAM), Walk-throughs and observations Formative and Summative Assessments</p> | <p>All Staff</p> | <p>District-wide Reading Inventory Assessment</p> <p>Kell High Schools Tutors after school hours Reading incentive program (PTA) Counselors organization of buddy/peer mentors</p> <p>20 Day Funds</p> | <p>Guided Reading was implemented in all K-5 classrooms as evidenced by lesson plans and observations. All students were assessed using the RI. Students in K-5 scoring proficient or advanced on the RI, increased from 53% to 76% by the end of the school year. School-wide reading Incentives such as Read Across America as well as individual classroom incentives were utilized to promote reading. Students from Kell High School served as mentors/tutors for ASP students in the area of reading twice a week. A formal tutoring program was implemented (during and after school) for at risk students in 3-5 throughout the school year.</p> | <p>IP</p> |
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| <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> | <ul style="list-style-type: none"> Implement guided math in all K-5 classrooms Engage in collaborative scoring of extended and constructed responses Utilize the coaching model through TKES for high quality teaching and learning in order to develop the skills needed to successfully navigate rigorous math expectations Pilot Conceptua Math in 3rd Grade Homework Help Desk (before school) for 5th Grade in the area of Math | <p>Formative and Summative Assessments, Lesson plans, TKES walk through data, Observations First in Math – 3rd Grade Data Results Conceptua Math data – 3rd Grade</p> | <p>All Staff</p> | <p>Time for collaboration</p> <p>PL in the area of data and collaborative scoring</p> <p>First in Math – 3rd grade</p> | <p>Guided math was implemented in all grade levels as evidenced by lesson plans and observations. The TKES coaching model was utilized throughout the school year. Based on Math Inventory data, students K-5 made significant gains in quantile growth. The school average growth was 265. There is a need to focus on Number Talks at all grade levels in order to increase number sense in all grade levels.</p> | <p>IP</p> |
| <p>7. Increase number of students academically completing every grade. (S)</p> | <ul style="list-style-type: none"> Prepare students for readiness for the next grade level in order to maintain our current level of 100%. | <p>Retention/ Promotion Rate</p> | <p>All Staff</p> | <p>n/a</p> | <p>Two students retained for the 2017-2018 school year: 1 in 1st grade & the other in 3rd grade. Students moved in from out of the country barely showing kindergarten proficiency.</p> | <p>NM</p> |
| <p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></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 IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p> | <p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p> | | | | | | <p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p> |
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| <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> <ul style="list-style-type: none"> Utilize EIP rubrics for qualifying at-risk students in the area of writing (IE2). Provide additional support along with engaging and differentiated instruction to support young writers Pilot new writing rubrics developed with EIP department | <p>Measured by:</p> <p>Writing Rubrics, Collaborative Scoring of writing, Observations, Formative and Summative Assessments</p> | <p>Owner(s):</p> <p>All Staff</p> | <p>Resources Needed:</p> <p>SLI leadership in rubric development with EIP department</p> | <p>Results Of Key Actions: (Due June 30, 2017)</p> <p>IE2 Innovative Practice was approved and utilized during the 16-17 school year. Students continue to be identified and served through the Early Intervention Program in the area of writing. All K-5 classes were served through the reduced class size model in order to meet the needs of all students. Writing rubrics were developed, used, and adopted in CCSD.</p> | <p>IP</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> | <p></p> | |

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| <p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) | <ol style="list-style-type: none"> 1. Provide additional tutoring, mentors, and increased/sustained reading time during the school day for students not reading on grade level. Utilize specialized reading instruction for Special Education students including Read 180 and System 44. In addition, Focused Reading will be used to support instruction in SPED classrooms. 2. Utilize daily Number Talks as well as Guided Math for all students in K-5 Provide tutoring in 3- 5 for additional math instruction. After School Math Club will be provided for SPED students. Focused Math will be used to support instruction in SPED classrooms. 3. Provide career lessons K-5 | <p>District-wide Reading Inventory, formative and summative assessments, data teams, observations, local assessments</p> <p>Math formative and summative assessments, data teams, local assessments, observation data</p> | <p>All Staff</p> | <p>District-wide Reading Inventory and Math Inventory</p> <p>20 Day Funds</p> <p>Release time for collaboration</p> <p>PL in the area of data analysis, collaborative scoring, and writing</p> | <p>Tutoring was provided after school as well as during the instructional day to support at risk students in the area of reading and math. Kell High School mentors were provided twice a week for at-risk students during ASP. Specialized reading and math instruction (Read 180, System 44 and Focused Reading and Math Intervention) was provided in the area of Special Education. Of the 14 SWD students participating in Read 180, we show average gains of 211 Lexile points on the RI. 65% of our SWD students in grades 3-5 scored a level 2 or above in math on the EOG and 64% scored level 2 or above in reading. Guided math continues to be a focus at Keheley, but Number Talks need to be more of a priority. Career lessons were provided for all students in K-5.</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. (AD)</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | |
| <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | | | | | | |

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

| <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> | | | | | |
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| <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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p> | <ul style="list-style-type: none"> Share SSP with Building Leadership Team, Staff, PTA, School Council, and Foundation Encourage and evaluate input/feedback to determine action plan School representation at local job fairs | <p>Survey Data</p> | <p>Leadership Team All Stakeholders</p> | <p>None</p> | <p>The 16-17 SSP was shared with all stakeholders and re-visited throughout the year to monitor its progress toward meeting goals. PTA, Foundation, School Council, KLT, Partners in Ed., as well as involved community members provided input and feedback throughout the school year</p> | <p>M</p> |
| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p> | <ul style="list-style-type: none"> Sustain strong relationships with PTA, Foundation, Partners in Education and School Council to foster parent and community involvement. | <p>Survey Data</p> | <p>All Staff & Keheley Community</p> | <p>None</p> | <p>Relationships with PTA, School Council, and Foundation remain solid. Partners in Ed were supportive, but relationship can be better and more ongoing throughout the school year.</p> | <p>M</p> |
| <p>Other: (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>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> | | | | | |
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| | <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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p> | <ul style="list-style-type: none"> Strengthen interview process seeking input (when possible) from teacher leaders Identify (along with teacher leaders) a list of qualifications and questions for highly effective teachers to guide the interview process. | <p>Teacher Effectiveness, Assessments, Surveys, TKES data</p> | <p>Administration and School Leaders</p> | | <p>Teacher leaders did not participate in the interview process as there were no new hires. List of qualifications and questions was not needed.</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. (IE²)</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. (IE²) (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> | <ul style="list-style-type: none"> Ongoing professional learning and support Academic Division Newsletter interpreted by AP and information shared with appropriate staff | <p>Classroom Observations, Walk-throughs, Data Teams, Collaboration minutes</p> | <p>Administration All Staff</p> | <p>Collaboration Time for PL</p> | <p>Professional Learning was ongoing and supported by Admin and Teacher Leaders. Academic Division Newsletter was shared with the appropriate staff when necessary.</p> | <p>M</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> | |

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| <p>Use results of TKES and LKES to improve professional performance (IE²)</p> | <ul style="list-style-type: none"> • Ensure inter-rater reliability through joint observations (new admin team) • Share responsibility of all walkthroughs among evaluators • Inter-rater Reliability training will be provided for SLI and SSA. • Support the continuous growth of teachers with ongoing collaboration among evaluators to improve the quality of classroom instruction | <p>Bi-weekly Admin meetings Ongoing review of TKES/LKES data and teacher feedback</p> | <p>Evaluators TKES Staff</p> | <p>None</p> | <p>Administrative team worked closely together to ensure inter-rater reliability and met to discuss walkthroughs, formatives, and summatives. In addition, administrators participated in joint observations. Walkthroughs were a shared responsibility which allows for collaboration among the admin team.</p> | <p>IP</p> |
| <p>Other: (Specific to school, division, or area. Can be more than one.)</p> | <ul style="list-style-type: none"> • Encourage teachers to obtain gifted endorsement. | <p>Monitor progress, observations</p> | <p>Staff Evaluators</p> | <p>None</p> | <p>One teacher is obtaining Gifted Endorsement for the 17-18 school year bringing our total to 10 teachers on staff.</p> | <p>IP</p> |