

2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u><i>Focus Priorities:</i></u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (<u>Due June 30, 2017</u>)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> 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>	<ul style="list-style-type: none"> • Analyze Spring 2016 EOG data to identify student performance levels in each subject area • Plan instructional support (remediation and acceleration) based on EOG scores and current student performance data • Continue use of CCSD Flexible Formative Assessment System (FFAS) • Monitor student progress and achievement data from FFAS and teacher created assessments • Utilize the data team process to analyze student performance data and adjust instruction based on data analysis 	<p style="text-align: center;">TKES CTLS EOG Data Lessons plans monitored for flexible grouping of students based on needs identified in data teams</p>	<p style="text-align: center;">Administrators Teachers Data Teams</p>	<p style="text-align: center;">FFAS CTLS</p>	<ul style="list-style-type: none"> • Identified need to focus on extension and remediation in core subject areas after 2016 EOG data analysis. • Identified top and bottom quartiles and focused instruction to improve student learning and performance. • Administered quarterly Touchstone assessments in grades 1, 2, 4 and 5 and piloted the administration of mini Touchstone assessments in grade 3. • Analyzed Touchstone assessment performance during data team meetings. 	IP

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)

- Continue use of CCSD Flexible Formative Assessment System (FFAS)
- Monitor student progress and achievement data from FFAS and teacher created assessments
- Utilize the data team process to analyze student performance data and adjust instruction based on data analysis
- Monitor students performing in the bottom quartile on the Reading Inventory (RI) and Math Inventory (MI)
- Provide focused support in the classroom and additional instruction from tutors
- Identify students performing in the top quartile on the MI and RI in order to provide higher level learning opportunities

TKES
CTLS

Administrators
Teachers
Data Teams

FFAS
CTLS

- Administered Touchstones, Reading Inventory, Math Inventory and common grade level assessments to monitor student progress throughout the year and inform instruction.
- Analyzed assessment data through the data team process.

IP

R/I	Fall	Winter	Spring
1 st	32.6%	56.5%	71.7%
2 nd	47.4%	64.7%	85%
3 rd	58%	72.4%	84.9%
4 th	53%	68.1%	81.4%
5 th	68.5%	76.7%	81.8%
M/I	Fall	Winter	Spring
1 st	66.2%	88.2%	82.6%
2 nd	63.6%	77.1%	78.3%
3 rd	39.95	62.9%	61.2%
4 th	18%	37.1%	77.2%
5 th	53.9%	77.6%	81.9%

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> • Participate in professional development in horizontal and vertical teams on a monthly basis • Participate in book studies focused on Rigor, Student Motivation, Special Education Students and Problem Based Learning • Allow for teacher choice in book study/clubs • Ensure time for extended collaborative planning that includes professional learning by grade level and department teams is available through the school schedule • Discuss and plan strategies for improved instruction and student learning during all professional learning opportunities 	<p>TKES AdvancED Surveys</p>	<p>Administrators and Teachers</p>	<p>School Focused Professional Learning Funds for release time as needed CTLS</p>	<ul style="list-style-type: none"> • Staff members participated in monthly book study/club meetings. Teachers chose topics of interest and met with book clubs consisting of staff from various grade levels and subject areas. • Teachers participated in extended, collaborative planning by grade level every three weeks. • Professional learning opportunities focused on strategies to increase rigor, writing and higher levels of student performance in all subject areas. 	<p>IP</p>
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<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • Monitor students' reading levels and progress using RI, DRA, FFAS and classroom assessments • Identify students to participate in Read 180 and Systems 44 • Implement small group/guided reading instructions in all classrooms • Provide in school tutoring to identified students reading below grade level • Provide Advanced Content instruction in ELA for identified fourth grade students to support students reading at higher Lexile levels 	<p>SRI DRA FFAS Read 180 Lab</p>	<p>Administrators and Teachers</p>	<p>20 Day Funds</p>	<ul style="list-style-type: none"> • Students in grades 3-5 were identified for support in Read 180 and Systems 44 with the Reading Inventory. • Identified students were provided supported instruction in the Read 180 Lab on daily basis. • Certified teachers were hired as tutors to support students during the school day in Reading, Writing and Math. • Identified students in 4th grade received Advanced Content instruction in English Language Arts and Math. 	<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"> • Monitor student performance using MI, FFAS and classroom assessments to identify student strengths and areas for improvement to guide instruction • Implement small group/guided math instruction in all classrooms • Implement Conceptua Math in all third grade classrooms • Provide in school tutoring to identified students performing below grade level in math • Encourage student participation in First in Math • Provide Advanced Content instruction in Math for identified fourth grade students to support students performing at higher levels 	<p>SMI FFAS First in Math</p>	<p>Administrators and Teachers</p>	<p>Cell Tower Grant for First in Math Support from CCSD Math Department for Conceptua</p>	<ul style="list-style-type: none"> • Third grade teachers utilized Conceptua Math throughout the school year to support enhanced student learning. • Fourth and Fifth grade teachers received training and access to Conceptua during the second semester and utilized the program to support instruction. • Fourth grade students received accelerated instruction in Advanced Content Math classes. • All students utilized First in Math. 	<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> • Utilize the RTI process to monitor student progress 	<p>RTI Data</p>	<p>Counselors, Administrators and Teachers</p>	<p>NA</p>	<ul style="list-style-type: none"> • Monitored student progress and developed individualized strategies for students as needed through the RTI process. 	<p>IP</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>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>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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> Focus on increasing level of rigor, problem based learning and technology use by implementing an Innovation Lab Continue to explore innovative ideas to support increased student learning 	<p>FFAS EOG TKES Walkthroughs and Formative observations in the Innovation Lab Student work from the Innovation Lab</p>	<p>Teachers and Administrators</p>	<p>TBD PTA Support and Funds to purchase technology for the Innovation Lab</p>	<ul style="list-style-type: none"> The Innovation Lab served K-5 students, allowing time for increased problem solving opportunities, technology use and engineering activities that supported grade level standards. 	<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>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 specialized reading instruction through Read 180, Systems 44 and iRead. Provide additional instructional support from tutors and EIP teachers 2. Provide specific instruction based on data-based student needs in small/guided math groups in the classroom, from tutors and EIP teachers. Utilize Conceptua Math program in all third grade classrooms 3. Provide students with data driven instructional support from tutors, EIP teachers and, small group instruction, monitor student progress through RTI 	<p>RI DRA MI FFAS RTI Data</p>	<p>Administrators and Teachers</p>	<p>20 Day Funds</p>	<ol style="list-style-type: none"> 1. Provided students with instructional support from certified tutors during the school day, provided focused EIP support, guided reading support and student use of computer programs to increase Reading and Math performance. 2. Provided students with instruction based on their specific needs identified through formative assessments in Math and Reading. 3. Utilized Conceptua math to support student learning in grades 3rd-5th. 	<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>					<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>	<p>Key Actions: (List as many actions as needed in each box.)</p> <ul style="list-style-type: none"> • Utilize and monitor results from AdvancED student, parent and staff surveys • Monitor LKES staff surveys • Seek input from the Building Leadership Team, School Council and PTA • Work with parents to promote and understanding of Kemp’s mission and vision 	<p>Measured by:</p> <p>AdvancED, Georgia Parent Survey and LKES survey results</p> <p>Meeting minutes</p>	<p>Owner(s):</p> <p>Administrators and Teachers</p>	<p>Resources Needed:</p> <p>N/A</p>	<ul style="list-style-type: none"> • Developed a student leadership group that met with the Kemp administration during the year to allow more time for student voice. This was identified as a need in student surveys. • Utilized results from LKES surveys to continuously work towards improvement. • Met regularly with Building Leadership Team, PTA, Foundation and School Council. • Promoted Kemp’s mission and vision on a regular basis. 	<p>IP</p>

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none"> • Work collaboratively with the PTA, Foundation and School Council to offer family events throughout the school year • Provide Lunch and Learn sessions throughout the school year to keep parents informed and involved • Plan and implement curriculum, family and community nights sponsored by the Kemp staff such as Math Night, STEM Night and Multicultural Night 	AdvancED survey and Georgia Parent Survey	Administrators and Teachers	N/A	<ul style="list-style-type: none"> • Offered regularly family events through PTA, Foundation and the Kemp staff to promote parent involvement and community relationships. • Provided three Lunch and Learn sessions for parents during the year focused on instructional and social/emotional needs for their students 	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)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<u>Focus Priorities:</u> (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)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ul style="list-style-type: none"> • Utilize the TalentEd system and attend Cobb County Job Fairs to identify quality candidates to interview • Implement an interview process that promotes selection of highly qualified and effective staff members for all certified and classified positions 	TKES	Administrators	N/A	<ul style="list-style-type: none"> • Utilized the TalentEd system to identify and hire highly qualified candidates for open positions. • Collaborated with administration and staff to interview and hire new employees. 	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. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (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)	<ul style="list-style-type: none"> • Provide quality, research-based professional learning based on student learning needs identified during data analysis in data teams • Support regular teacher collaboration by providing a school wide schedule that allows time for extended collaborative planning • Utilize teacher leaders to provide instructional and classroom management support to beginning and identified teachers • Promote participation in district professional learning opportunities such as Innovation Academies and Conceptua training from the Math Department • Provide support for new teachers through mentoring, collaboration and professional learning opportunities 	AdvancED and Georgia School Personnel Surveys	Administrators and Teachers	N/A	<ul style="list-style-type: none"> • Implemented a school wide schedule that allowed time for regular collaboration and planning time for teacher teams. • Participated in book studies and professional development sessions provided by county level coaches and technology personnel to support continued teacher growth. • Allowed time for peer observations and reflections to learn from teacher leaders among our staff. • Supported new teachers through mentoring and collaboration. 	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	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> • Monitor and formative and summative measures within the TKES/LKES portal • Monitor student achievement and student growth data to inform instruction and professional development • Develop a plan of action for improvement for specific teachers as needed 	<p>TKES and LKES data</p>	<p>Administrators and Teachers</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Worked with teachers to set goals for improved professional growth. • Conferenced with all teachers and teams regarding school wide and individual observations; identified strengths and areas of focus. • Monitored student growth using various assessment/measurements. 	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						