

2016-17 Cobb County School District Strategic Plan

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<i>Focus Priority Status:</i>
<i>Focus Area:</i>	<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<i>Key Actions: (List as many actions as needed in each box.)</i>	<i>Measured by: (Formative and/or Summative)</i>	<i>Owner(s):</i>	<i>Resources Needed:</i>	<i>Results Of Key Actions:</i>	NM = Not Met IP = In Progress M = Met
<i>Vary learning experiences to increase success in college and career pathways.</i>	<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>	<ul style="list-style-type: none"> • Strengthen the data team process through the implementation of Flexible Formative Assessment System (FFAS) 	TKES ratings on standard 4 and 6	Administration TTIS	TTIS support Administration	<ul style="list-style-type: none"> • All grade levels are trained on FFAS and are using it to administer Touchstones and review data from those assessments 	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>	<ul style="list-style-type: none"> • Administer DRA, RI and MI across all grade levels • Implement FFAS through CTLS 	TKES ratings on standards 5 and 6	Administration TTIS	TTIS support	<ul style="list-style-type: none"> • DRA administered across all grade levels as well as SRI and SMI. All grade levels trained on FFAS through CTLS. 	IP

	<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"> • Provide CTLS training for all staff on the FFAS • Continued professional development on instructional strategies/support for reading, writing and math workshop models 	TKES ratings on standard 1 and 3	Administration	TTIS School Leadership Intern (SLI) PL Funds	<ul style="list-style-type: none"> • Training was provided for all teachers on CTLS and FFAS. • Teachers participated in training for instructional best practices in reading and math. 	IP
	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • Continue RTI strategies for students below grade level • Implement IEP objectives with fidelity for those students with learning disabilities • Provide tutoring for students who are identified as below grade level readers during school hours 	RI and DRA	Administration Special Education Teachers, Grade Level Teachers	SSA Counselors 20-Day Additional Funds	<ul style="list-style-type: none"> • RTI strategies were implemented as needed. • IEP objectives were implemented with fidelity. • 20 day funds were used to provide tutoring to students identified as bubble and below grade level readers. • Final RI Data: 23% Advanced; 40% Proficient; 27% Basic; 11% Below Basic 	IP
	<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ul style="list-style-type: none"> • Continue implementation of Number Talks 	FFAS and MI	Classroom Teachers	County Math Specialist Funds for additional training	<ul style="list-style-type: none"> • Number Talks was implemented in our math workshop instruction 	

	<i>7. Increase number of students academically completing every grade.(S)</i>	<ul style="list-style-type: none"> • Continue RTI process to identify students struggling to provide support at each grade level • Core Team Meetings 	RTI data	Core Team, Counselors and Classroom Teachers		<ul style="list-style-type: none"> • Teachers met monthly for RTI collaboration • Core Team met bi-weekly 	IP
	8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>						

Long Range Board Goal 2: *Differentiate resources for students based on needs.*

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
<u>Focus Area</u>	<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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results Of Key Actions:	
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE²)	<ul style="list-style-type: none"> Arts Integration (AI) Cohorts 1 and 2 collaborate quarterly to plan and implement AI lessons Tutoring for first and second grade students to remediate and accelerate progress in reading and phonics Learning A - Z for students Professional Learning (PL) collaboration to support continued shared resources and professional growth. To organize and utilize leveled book room and resources 	Arts Integration portfolio	Administration Judith Condon Cohort 1 Cohort 2	Judith Condon Funding for AI	<ul style="list-style-type: none"> AI Integration training for certified staff. GOSA KickStart Grant recipient. 	IP
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> Students and parents used at school and at home All staff participated in PL throughout the year. Leveled book room completed

	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)	<ul style="list-style-type: none"> Tutoring for first and second grade students N/A for Elementary (2 and 3) 	FFAS, DRA, RR	Tutors	20-Day Funds	<ul style="list-style-type: none"> 20 day funds were used to support students not reading on grade level 	M
	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	N/A
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<i>Focus Priority</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results of Key Actions:</u>	<u>Status:</u> NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	<ul style="list-style-type: none"> Parent Surveys 	Surveys	CCSD	N/A	<ul style="list-style-type: none"> Parent survey quota met. 	M
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

2016-17 Aligned Actions and Measurements						<u>Focus</u> <u>Priority</u>
<u>Focus Area:</u>	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions:	Status: NM = Not Met IP = In Progress M = Met
Recruit, hire...	<ul style="list-style-type: none"> Use CCSD recruiting teams, recommendations to hire highly effective teachers. 	TKES assessment and classroom walk-throughs	Administration, CCSD HR, CCSD Recruiting Team, KES Recruiting Team	TalentEd (CCSD Homepage) Qualified Applicants	<ul style="list-style-type: none"> Used TalentEd scores to select candidates 	IP
	N/A	N/A	N/A	N/A	N/A	N/A
Support and retain employees for highest levels of excellence.	N/A	N/A	N/A	N/A	N/A	N/A
	<ul style="list-style-type: none"> Continue to facilitate Teacher Mentor Program Implement differentiated Professional Learning Communities 	Survey of needs TKES standard 1 and 3 Feedback from teachers	Administration SLI select teachers Administration	Local School Funds PL funds	<ul style="list-style-type: none"> Teachers 1-3 years participate in mentoring program. 	IP
	N/A	N/A	N/A	N/A	N/A	N/A
	<ul style="list-style-type: none"> Review TKES/LKES performance and include PLPs as needed. 	Ratings of TKES	Administration		TKES/LKES Reviewed with certified staff	M

