

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;"><i>Focus Priorities: (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 (Due September 1, 2016)</p>					<p style="text-align: center;"><i>Focus Priority Status:</i></p> <p style="text-align: center;">NM = Not Met IP = In Progress M = Met</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: (Due June 30, 2017)</p>	
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Continued adjustments to instruction and instructional practices will be based on needs of students and data derived from core team collaboration, design teams and monitoring of common assessments, SLOs, Milestones, ITBS</p>	<p>Local math assessments will be used by each grade level from the math curriculum materials, SLO's, county math assessments</p>	<p>Admin and Teachers</p>	<p>My Math, Moby Max, and Math Screeners (MI, Raz Kids, Learning A-Z)</p>	<p>Moby Max: Avg. Grade Level increase 1.6 Problems Completed 537,543 Standards Completed 30,460 SMI: 1st-17%/84% 2nd-43%/87% 3rd-8%/66% 4th- 10%/67 5th-37%/68%</p>	<p>M</p>
	<p>Common assessments will be developed using the recent math adoption materials in My Math. Math probes will be used to monitor student progress 3x yr.</p>	<p>My Math materials will be used along with universal screeners – data collection and analysis will assist in adjusting instruction</p>	<p>Grade Level Teachers, Design Teams</p>	<p>My Math, Math Screeners</p>	<p>SMI: 1st-17%/84% 2nd-43%/87% 3rd-8%/66% 4th- 10%/67 5th-37%/68%</p>	<p>M</p>

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Professional learning will be derived from teacher collaborative learning communities to review math and reading data and develop instructional strategies for implementation. Professional learning will also include technological tools for teaching and enhancing math instruction.</p>	<p>Survey teachers to gain insight on the technological tools they would most like to learn about. Evaluate usage of tools and perception of usefulness to instruction.</p>	<p>Admin, county trainers</p>	<p>Web 2.0 software and apps, Office 365, Blackboard, CTLS</p>	<p>Chris Croom CTLS training staff-meeting Aug. 17. 2016, April 18, 2017 Margret Moss-Assessments/ Word Problems Leigh Perisino March 14-2017- Teaching parents Office 365</p>	<p>M</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Use guided reading groups and non-fiction text to increase student independent reading skills. Benchmark Phonics will be used in grades k-2 to build cohesive phonemic awareness. Students will work through the Read 180 and System 44 program that will increase the students that are reading on grade level for 3-5 grade. Along with the county screener for reading and RI.</p>	<p>Monitor student progress using RI, Read 180, System 44 and formative assessments</p>	<p>Grade Level Teachers</p>	<p>Guided Reading Library, Content Area Non-fiction Text, RI, Read 180 and System 44 software Benchmark Phonics</p>	<p>RI: 1st- 20%/70% 2nd- 50%/84% 3rd-60%/84% 4th-57%/77% 5th-71%/87% Non-Fiction: 12% of all AR test were Non-Fiction 9,777 non-fiction text were checked out of the media center. 22,364 quizzes were passed, out of the 24,605 quizzes taken.</p>	<p>M</p>
<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>	<p>See above # 1& 2. The Hands-on equation program will be used this year from grades 3-5.</p>	<p>Monitoring student progress through the number of lessons completed for each grade level.</p>	<p>3-5 Teachers and Target Teachers</p>	<p>Hands-on Equations</p>	<p>3rd Grade Level I Lesson 7 4th Grade Level II Lesson 16 5th Grade Level III Lesson 26 6 new Fifth Graders Level 1 Lesson 7</p>	<p>M</p>

7. Increase number of students academically completing every grade.(S)	Increase student performance by using a variety of formative and summative test to track student progress. The RTI process is also being used.	Use the data team process to monitor student progress and reteach as needed	Grade Level Teachers	Guided Reading (content area), My Math, Writing Rubrics	Guided reading levels were used to monitor instruction for extension and remediation. Writing Goals: Waiting on EGO writing scores.	M
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
	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)	
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Enhance student learning opportunities and increase attendance. Problem Based Learning will take place in k-5 grade levels.	Math Assessments, technology programs, Data Team Process, Rubrics	Grade Level Teachers and Specialist	Math Games, Web 2.0 software, Grade level rubrics	Increase attendance using motivational contest, key math concepts and the use of Moby Max. Moby Max incentives allowed completion of 537,543 problems and 30,460 standards.	M
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	N/A

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<ol style="list-style-type: none"> MobyMax – home & school Tutoring after school using the Read 180 and system 44 program Personal goals for students 	<p>Increased skills on online assessments.</p> <p>Moby Max: Reading –story, informational, literature</p> <p>Moby Max: Math- addition/subtraction/multiplication/division facts</p> <p>Grade level gains on pre and post tests for math. RI and MI averages will show advancements in grade levels.</p>	<p>Grade Level Teachers/ Admin</p>	<p>Moby Max Read 180 System 44</p> <p>Grade level common assessments, Increase in RI and MI data.</p>	<p>Moby Max Reading: Lessons completed 4,957 and problem completed 139,015</p> <p>October- April tutoring was offered during the day so students were double dipped in reading and/ or math.</p> <p>Tutoring was offered after school through Read 180 and System 44.</p> <p>Additionally some students were given tutoring afterschool when they attended ASP.</p>	<p>M</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></p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> <p>AC Math, AC Reading in 4th Grade</p>	<p>Offering AC classes to students that qualify in 4th grade.</p>	<p>Test scores, classwork, and standardized testing</p>	<p>Teachers</p>	<p>N/A</p>	<p>RI: Class Avg. Fall 991 Avg. Spring 1121</p> <p>MI: Class Avg. Fall 620 Spring Avg. 988</p>	<p>M</p>

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Utilize the local school stakeholder committees: PTA, School Council, Foundation, STEM Council to evaluate perceptions and gain input.</p>	<p>Survey data collection and analyze</p>	<p>Admin</p>	<p>Survey Monkey or Google Docs Survey</p>	<p>Georgia Parent Survey- Oct. School Climate Survey- Oct. Parents responded with an overall rating of 90.8. Safe Routes to School- Feb. Science/Social Studies Adoption- April</p>	<p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Parents are asked to participate in Celebration of the Arts, STEM Day, World Explorer, Heritage Day, Fun Run, Career Day, reading in media center and Hands on Atlanta. Through these programs parents are given opportunities to be in the school teaching, learning and giving financial support.</p>	<p>Survey data collection, Continual parent feedback for improvement.</p>	<p>Foundation, PTA, Partners in Education, IBM of Atlanta, and parents</p>	<p>Climate Survey</p>	<p>Parents responded with an overall rating of 90.8 on the School Climate Survey Foundation and PTA work with teachers and administration on the calendar of events for the 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.*

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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Develop KSU student teachers working in building, involve parents in hiring of staff, hire dual certified teachers when possible	TKES process	Admin, teachers	Staff training	At this time all staff is highly effective. All teachers scored 3's and 4's on the domains and standards on the Georgia Department of Education Platform. (TKES)	M
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)	SFSD – focus on technology, data teams, assessment	Walkthrough Data	Teachers/ Admin	N/A	All teachers scored 3's and 4's on standards evaluated.	M
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 (IE ²)	Student Engagement, offering professional development, collaboration time for teachers	Walkthrough & Formative Assessment	Teachers/ Admin	TLE Platform	Half day collaborative planning was given in January. The teachers review data and set goals for the remainder of the year.	M
Other: (Specific to school, division, or area. Can be more than one.)						