

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 (Due September 1, 2016)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Participate in and implement FFAS and CTLS training during common block planning & faculty meetings Analyze RI and MI results to monitor student progress toward lexile and quartile expectations and to modify and adjust instruction	Touchstones Score Reports RI/MI results Monitor lesson plans for small group instruction & differentiated instruction	Administrators & teachers Administrators	TTIS, Sandra Logan Universal Screener	FFAS and CTLS training began during the 16-17 school year. The last training module and implementation will begin during the 17-18 school year. RI and MI results were monitored and used to assess student progress and instructional goals.	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)	Utilize FFAS to ensure ongoing development and implementation of formative assessments in both reading and math Develop local common assessments using FFAS assessment questions and a variety of DOK levels	Monitor use of FFAS/CTLS Formative assessment results	Administrators & TTIS Administrators	TTIS, Sandra Logan	FFAS training was conducted during the school year. FFAS was utilized for Touchstones Common assessments were developed using the question bank. A variety of DOK questions were utilized on assessments	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Participate in FFAS/CTLS training during common block planning and faculty meetings</p> <p>Provide professional learning to support STEM goal and continued PBL initiative</p>	<p>Agenda and meeting dates</p> <p>Completion of Cobb STEM certification</p>	<p>Administrators TTIS, Sandra Logan</p> <p>Administrators, STEM teacher</p>	<p>SFSD Funds County Math and Science Supervisors</p>	<p>FFAS/CTLS training was conducted during block planning.</p> <p>Additional training was provided to support the school's STEM and PBL initiatives.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement READ 180/System 44 program for students in 3-5 who score below grade level on the RI</p> <p>Provide after school tutoring for students in grades 3-5 who are below grade level in reading</p>	<p>Analysis score reports from READ 180 Pre and Post RI scores</p>	<p>Administrators, READ 180 teacher</p> <p>KSE tutors</p>	<p>READ 180 program</p> <p>20 Day Funds</p>	<p>Read 180/System 44 was implemented with EIP students.</p> <p>After school tutoring was provided for students reading below grade level.</p>	<p>IP</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>Implement Conceptua Math in grades 3 and 5</p> <p>Tutor below grade level students in grades 3-5</p> <p>Utilize First in Math for all Special Education and EIP students in grades 3-5</p>	<p>Reports and assessments from Conceptua Math</p> <p>Pre and Post MI scores</p> <p>Usage reports</p>	<p>Jessica Barber 3rd Patricia Calvin-Thomas 5th</p> <p>Christian Cali</p> <p>Laura Meyer</p>	<p>20 Day Funds</p> <p>Site licenses</p>		<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process</p>	<p>RTI data</p>	<p>Counselors & Administrators</p>		<p>RTI was consistently conducted. There are 36 active students on RTI.</p>	<p>IP</p>

8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Obtain Cobb STEM certification Complete and furnish local STEM Resource Room	Utilize STEM rubric to ensure success	Administrators, County Supervisors Local School STEM Cohort	PTA & Foundation monies	Cobb STEM certification was attained. STEM Resource Rooms were created.	IP <i>Obtained Cobb STEM Certification in December, 2016</i>
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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)		
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<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implement ESOL cluster classrooms in grades KK-3 via the innovative model</p> <p>Provide Talent Development for all grade levels once weekly</p> <p>Secure additional Technology Coordinator for the K-1 Campus</p> <p>Implement the 4th grade county AC program in ELA and Math and include differentiated departmentalization based on Milestone scores.</p>	<p>ACCESS scores</p> <p>Number of students qualifying for gifted services</p> <p>Survey “AC Feedback” provided by ALP</p> <p>RI and MI growth scores</p>	<p>Administration & ESOL innovative classrooms teachers</p> <p>Target teachers</p> <p>Administrators AC Teachers ALP Supervisor</p> <p>AC Teacher</p>	<p>Funds from Foundation “Support the Pride Campaign”</p>	<p>13 ESOL students in grades 1-3 were served using the innovative model. 11 of 13 students demonstrated growth on the ACCESS assessment.</p> <p>Talent Development was provided for all grade levels. New students qualifying for gifted services: Kdg: 7 1st Grade: 27 2nd Grade: 5 3rd Grade: 9 4th Grade: 0 5th Grade: 6</p> <p>Using Foundation funds, hired Teresa Camp as technology coordinator for the K-1 campus.</p> <p>4th Grade AC Students: AC ELA= 75% showed growth on RI AC Math=100% showed growth on MI</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>

<p>Provide targeted resources for students</p> <p>1. not reading on grade level (Lexile)</p> <p>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</p> <p>3. not on-track for graduation (S)</p>	<p>1. Continue READ 180 for students in 3-5 and provide tutoring after school utilizing 20 Day Funds</p> <p>2. Provide First in Math licenses for SpEd and EIP students in grades 3-5 and provide tutoring after school with 20 Day Funds</p> <p>3. Continue RTI process and analyze all available data</p>	<p>RI scores</p> <p>Usage Reports</p> <p>RTI data located in CSIS</p>	<p>Administrators EIP teachers</p> <p>EIP teachers and SpEd teachers</p> <p>Counselors</p>		<p>22 students were served using either Read 180 or System 44. 77% of students showed growth with an average increase of 101 lexile points.</p> <p>First in Math was not successfully implemented this year.</p> <p>RTI was evident at all grade levels. Teachers participated in monthly meetings.</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>	<p>Design and equip a STEM Resource Room for the purpose of conducting STEM activities, experiments, and projects</p>	<p>Sign-in to determine usage</p> <p>End of year survey to determine strengths, weaknesses, and changes needed to ensure efficacy</p>		<p>PTA & Foundation Funds to purchase storage bins and materials</p>	<p>The Foundation provided \$10,097.28 to equip the STEM resource room. The room was consistently utilized by classroom teachers in grades 2-5.</p>	<p>IP</p>
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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</p>						<p><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
<p><u>(Due September 1, 2016)</u></p>		<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: <u>(Due June 30, 2017)</u></p>		
	<p>Key Actions: (List as many actions as needed in each box.)</p>						

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Analyze all stakeholder surveys</p> <p>Continue cooperation between major parent groups including school council, PTA, and Foundation by:</p> <p>Foundation Goal – raise funds to complete STEM lab and iPad initiative PTA – continued increase of parental involvement increasing number of memberships School Council – 2016-17 goal work to ensure King Springs campuses are rejoined</p> <p>Continue quarterly meetings of 3 governing organizations to ensure communication between groups</p>	<p>Survey results</p> <p>Agendas and meeting minutes</p>	<p>PTA and Foundation Board Members</p>	<p>Survey results were not available. However, the high level of parental engagement and support is evident throughout the 3 governing organizations.</p> <p>Foundation successfully raised funds to equip a STEM lab and purchase additional iPads.</p> <p>PTA continues to have a strong membership base. Specific numbers were not available.</p> <p>School Council worked tirelessly to inform the community about the SPLOST vote which overwhelmingly passed in the King Springs zone.</p> <p>Quarterly meetings between the 3 governing bodies were held to ensure cohesion and a common vision.</p>	<p>IP</p>
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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Establish monthly calendar that includes PTA, Foundation, and school events to be sent home monthly</p> <p>Involve parents in our new “House System” developed by local teacher committee to address positive behaviors and teamwork</p> <p>Increase number of informational call outs on the Blackboard Connect System to include meeting announcements, special events, general concerns, late buses etc.</p>	<p>PTA Laura Meyer, AP</p> <p>Number of Discipline Referrals</p> <p>Blackboard Connect Usage Reports</p>	<p>Linda Keeney</p>		<p>Monthly calendar was coordinated between PTA and local school. Events notices were sent to parents.</p> <p>Parents were informed about the “House System” during Open House.</p> <p>There was a slight increase in discipline referrals in SY17. However, the staff believes the House System is a positive approach to student discipline and correlates directly to student report cards.</p> <p>Blackboard Connect was used frequently to communicate with parents. Specific usage data is not available.</p>	<p>IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Provide stipends for attending professional learning opportunities during the summer months.</p>			<p>Foundation funds</p>	<p>The Foundation provided \$3,837.50 in stipend funds to teachers.</p>	<p>IP</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. (IE²)	Attend the Cobb County Job Fair and interview prospective teachers		School Administrators		All job fairs were attended. Prospective teachers were interviewed.	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)	Develop a Staff Development calendar that includes training in FFAS to ensure meaningful and targeted assessments and instruction Encourage and enlist teachers to obtain endorsements (gifted, science, math, reading, ESOL)	# of teachers who enroll in endorsement classes	Administrators	Information about Cobb endorsement programs offered	FFAS training was conducted during the SY17 year. CTLS was utilized regularly by all teachers in grades 1-5. Four teachers worked toward additional endorsements including gifted, ESOL, and reading.	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>	<p>Provide individual data sheets to classroom, SpEd, gifted, and specialist teachers to utilize in the Self-Assessments TKES process.</p> <p>Conduct pre-evaluation conferences that include discussion about individual and group data</p>				<p>All classroom teachers received data sheets with individual student progress monitoring data.</p> <p>Pre-evaluation conferences were completed and data sheets were used to address areas of strengths and weaknesses as well as to set personal goals.</p>	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						