

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)					
Focus Priorities: (Based on priorities identified by IE², 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
<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"> • Utilized the data team process to examine quarterly assessment data in CTLS. • Differentiate instruction based on data from common assessments. 	<ul style="list-style-type: none"> • Grade level common assessments • TKES – standards 2, 4 	All Certified Staff	<ul style="list-style-type: none"> • Academic Coach • TTIS • CTLS • iRespond 	Data teams met on a weekly basis to examine data. Based on TKES observations more time needs to be spent on using the data to differentiate instruction.	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"> • Develop and use quarterly common formative assessments in math 	<ul style="list-style-type: none"> • Grade level common assessments • TKES – standards 2, 4 	All Certified staff	<ul style="list-style-type: none"> • Academic Coach • TTIS • CTLS • iRespond 	Common formative assessments are being used in math. More time is needed to develop rigorous quarterly common assessments.	IP
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	<ul style="list-style-type: none"> • Schedule and implement monthly professional learning opportunities for the entire staff to ensure access for all teachers. • Schedule professional learning for the Schoolwide writing program 	<ul style="list-style-type: none"> • Professional Learning sign-in sheets 	All Certified staff	<ul style="list-style-type: none"> • Academic Coach • District math and literacy coach • TTIS 	Professional learning has occurred at least once a month for all teachers. With a focus on Arts Integration the professional learning has been appropriate for all teachers.	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"> Consistently provide guided reading. Read aloud to students each day. Highlight new vocabulary from the text. 	<ul style="list-style-type: none"> DRA SRI IOWA Milestones Lesson Plans 	<p>All Certified Staff</p>	<ul style="list-style-type: none"> Academic Coach District Literacy Coach support Professional Learning on vocabulary strategies 	<p>Guided reading is not consistently provided at all grade levels.</p> <p>Students are consistently read to, but new vocabulary is not consistently featured.</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>	<ul style="list-style-type: none"> Implement Number Talks on a daily basis. Implement model drawing on a weekly basis. Focus on representation and communication. 	<ul style="list-style-type: none"> SMI Quarterly problem solving assessments Milestones Lesson Plans 	<p>All Certified Staff</p>	<ul style="list-style-type: none"> Academic Coach District Math Coach support Professional Learning on Model Drawing 	<p>Number Talks is not consistently implemented on a daily basis.</p> <p>Model drawing is not consistently implemented on a weekly basis.</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> Hold curriculum days for parents so that they can observe strategies for teaching math, reading and/or writing in the classroom. Provide resources and training to parents so that they can support learning at home. 	<ul style="list-style-type: none"> Report Card grades – Synergy Parent Sign-In sheets 	<p>All Certified Staff</p>	<ul style="list-style-type: none"> Parent Liaison Make and take materials for parents Books for students to take home 	<p>The Key actions were successfully implemented. We need to continue to increase the number of parents who participate in the learning opportunities.</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> Integrate writing in all content areas. 	<ul style="list-style-type: none"> Monthly constructed response assessment Genre writing assessments. ELA Touchstones 	<p>All Certified Staff</p>	<ul style="list-style-type: none"> Academic Coach Milestones Messenger Readworks.org 	<p>Teachers are beginning to integrate writing into all content areas.</p> <p>Results of assessments were inconsistent and show that more professional learning is needed.</p>	<p>IP</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>
	<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"> Implement Arts Integration Implement 20 brain based Instructional Strategies 	<ul style="list-style-type: none"> TKES Lesson plans Milestones 	<p>Cohort 1 teachers</p>	<p>District Innovation Academy</p> <p>Arts Conference</p> <p>Professional Learning provided by Marcia Tate</p>	<p>This was the first year of implementation for both Arts Integration and the 20 brain based instructional strategies. TKES and lesson plans show that teachers are beginning to implement both strategies.</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>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"> Provide reading intervention programs (System 44, Read 180, Leveled Literacy Intervention) during the instructional day Provide math intervention tutors during the school day Provide a daily intervention block to differentiate instruction and meet specific student needs. 	<p>RI, DRA</p> <p>MI, math common assessments</p>	<p>All Certified Staff</p>	<p>System 44, Read 180, Leveled Literacy Intervention</p> <p>Do the Math</p>	<p>We are currently providing both reading and math interventions during the school day. We are still not reading all students who are below grade level.</p> <p>All teacher have a daily intervention block on their schedule. However, classroom walk-throughs show that this block is not consistently used for intervention.</p>	<p>IP</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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (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)					<u>Focus Priority Status:</u> 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)	
Seek and evaluate stakeholder input for critical processes. (AdvED)	Increase the number of stakeholders who participate and provide input through: <ol style="list-style-type: none"> 1. Surveys 2. PTA 3. Title I input meetings 4. School Council 5. Arts Integration Advisory Board 	AdvancEd Survey Sign-In sheets	Principal Parent Liaison		We did increase the number of parents who participated in surveys and PTA activities. We still do not have parents on our School Council or the Arts Integration Advisory Board.	IP

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none">• See Title I Plan					
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.*

<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>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"> Maintain relationship with KSU including having 2 – 3 year long student interns each year Hire certified paras that can be moved into teaching positions when they are ready. 	<p>HiQ data</p>	<p>Principal</p>		<p>We have maintained the relationship with KSU in spite of the Urban Education program being discontinued.</p> <p>We do hire paras that are certified and we move them into teaching positions when possible.</p> <p>We had one teacher who was not highly qualified.</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"> Schedule monthly new teacher meetings. Assign mentors for new teachers Schedule weekly PLCs for grade level teams including their support teachers that focus on data utilization, teaching and learning. Schedule and implement monthly professional learning opportunities for the entire staff. 	<p>Professional Learning surveys</p> <p>Data team meeting minutes</p>	<p>All Certified Staff</p>	<p>Academic Coach</p> <p>District math and literacy coach</p> <p>TTIS</p>	<p>Monthly meetings were held for new teachers and they were each assigned a mentor.</p> <p>PLCS that focused on use of data, teaching and learning occurred on a weekly basis.</p> <p>Professional learning for the entire staff occurred at least monthly.</p>	<p>IP</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>	<p>N/A</p>
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> Hold individual mid-year conferences to discuss classroom instruction and to analyze classroom data. 	<p>Admin Schedules</p>	<p>All Certified Staff</p>		<p>Mid-year conferences were held with all teachers in order to discuss progress and to analyze classroom data.</p>	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						