

## T 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)					
<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , 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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Quarterly data will be collected, disaggregated, and reviewed by administration and assessment key team. Instruction will be adjusted based on data outcomes.	Running Records, RI, MI, Sight Words, Writing Rubric Results, Touchstones	Administration Assessment Key Team	N/A	Quarterly data during the second 9 weeks indicated a relative weakness in the area of math. First grade students scored an average of 11.6 points lower the district average on the Touchstone assessment. Teachers adjusted instructional focus and by the fourth 9 weeks first grade students scored 2.5 points above the district average.	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. <b>(S)</b>	We will continue to implement data teams. Teachers will create pre and post assessments and determine instructional strategies based assessment outcomes.	Data team results	Farrell, Kindergarten and First Grade teachers.	Continued support with the data teams process provided by principal.	Based on quarter 2 Touchstone math results, our data teams narrowed our focus to math leading to significant gains in math. (See above)	IP

4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Teachers will participate in quarterly professional learning in the areas of reading, writing, and math.	Teacher surveys	Stagich Hourigan	Title I funds and SFSD funds for substitutes. Additional funding form materials for make and take activities.	Teachers continued to participate in quarterly collaborative professional learning. Kindergarten and first grade teachers from the area were invited to attend math quarterly training at McCall.	IP
5. <i>Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	We will provide students with multisensory phonics instruction utilizing teachers trained on the Orton Gillingham program. In addition we will provide Phonemic Awareness instruction in kindergarten.	Foundational Reading Assessment/SRI DRA/Running Record	Slick Powers	Orton Gillingham training. Phonemic Awareness book.	2.6% more student score a lexile score on the SRI than the previous year. 14% more kindergarten students and 12% more first grade students are reading on grade level according to the DRA and formal running records.	IP
6. <i>Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i>	We will utilize close reading in math problem solving to improve number sense and understanding	Math Inventory	Hourigan	Quarterly professional learning.	The number of proficient and advanced students increased 21% in first grade and 70% in kindergarten.	IP
7. <i>Increase number of students academically completing every grade.(S)</i>	We will utilize quarterly data and data team results to determine students in need of tiered intervention.	Running Records, RI, MI, Sight Words, Writing Rubric Results	Grad level teachers, Johnson, Blackburn	Annual RTI training	Four McCall students were retained. This is one student more than the prior year.	IP
8. <b>Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Collaboratively score writing utilizing vertical teams	Writing rubric results	Vertical teams, Stagich	Quarterly vertical team meetings	Kindergarten students scored 14% higher and first grade students scored 10% higher on the Units of Study writing rubric.	IP

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

*District Focus Priorities  
2016-2019*

**2016-17 Aligned Actions and Measurements**  
(Due September 1, 2016)

<p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Utilize Aspiration Station to help students make connections between the real world of work and what they are learning in their classrooms.</p>	<p>Running Records, RI, MI, Sight Words, Writing Rubric Results</p>	<p>Johnson Hourigan Stagich</p>	<p>Cobb Tank Grant funded the development of the Aspiration Station</p>	<p>Students had multiple opportunities to utilize the Aspiration Station. Improvements highlighted above.</p>	<p>IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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 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)</p>	<p>1. We will provide reading intervention by Reading Recovery trained teachers in first grade, and tutoring by Orton Gillingham trained teachers in kindergarten and first grade. 2. We will provide math Tutoring, and remediation and based on unit assessment results. 3.N/A</p>	<p>Running Records, RI, MI,</p>	<p>Reading Recovery trained teachers, Orton Gillingham trained teachers, Math tutors, Grade level teachers.</p>	<p>Orton Gillingham training, Reading Recovery training, math unit assessments</p>	<p>This year significantly more students finished on grade level in reading, sight words, and writing. Students showed great growth in the area of math but there was a slight uptick in the number of first grade students ending the school year at the basic and below basic levels on the SMI.</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>N/A</p>

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----	-----

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

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
	<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Building Leadership Team will analyze AdvED survey results and Title I survey results adjust SSP and Title Plans accordingly.	AdvED survey results & Title I surveys.	Building Leadership Team	AdvED Survey Results, Title I survey Results.	AdvED surveys were not administered this school year. However input from Title I surveys was utilized to develop Title I plan. McCall maintains a 4* climate rating.	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<b>See Title I plan.</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----	-----

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

<b><i>District Focus Priorities 2016-2019</i></b>  <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)						<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Principal will attend a minimum of one recruitment event in addition to those required by the school district	Attendance at recruitment event.	Principal	N/A	Principal attended teacher recruitment events at FAMU, UGA, KSU, and UNG.	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. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	N/A	

Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	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. <b>(AD)</b>	Teachers will attend quarterly professional learning	Staff surveys.	Hourigan Stagich	Title I funds and SFSD funds for substitutes. Additional funding form materials for make and take activities.	Quarterly teacher collaborations were held. Teacher feedback was overwhelmingly positive.	IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	N/A	N/A	N/A	N/A	N/A	N/A
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	We will utilize SLO results, RI results, MI results, and classroom observations to monitor professional performance.	TKES & LKES	Blackburne Farrell Embry	TKES & LKES	Assessment results including RI, MI, Touchstones, DRA, Running Records, sight words, and writing rubrics were overwhelmingly positive. TKES observations reveal use of research based best practices utilizing the workshop model in reading writing and math.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	N/A