

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 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
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)	<p>Implement CTLS Formative Assessment and use data to guide instruction</p> <p>Provide ESL support to non-English speaking students through Levelled Literacy Instruction</p> <p>Provide academic support to identified students in grades (1-5) during the school year through FLP and SIG funding</p>	<p>CTLS data analysis</p> <p>CTLS data analysis, EIP checklists, formative data</p> <p>ACCESS/ WAPT Assessment</p> <p>Progress monitoring as outlined in FLP/SIG plans</p>	Milford Staff and Students	<p>CTLS training and monitoring</p> <p>Using Levelled literacy Intervention reading program</p> <p>School Improvement Grant/Title 1</p> <p>Flexible Learning Plan/Title 1</p>	<p>All teachers are trained in CTLS and using it to create formative assessments and guide instruction.</p> <p>According to the ACCESS Scores, our 173 students in ESOL are scoring as follows: Entering- 12% Emerging- 10% Developing- 39% Expanding- 35% Bridging- 4% Reaching- 0%</p> <p>At this time we are still waiting on detailed Milestone Data</p>	IP

<p><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></p>	<p>Collect student data to monitor reading and math progress quarterly</p> <p>Create, implement, and revise Grade level common assessments in ELA, Math and Science</p> <p>Continue to collaboratively score student writing across grade levels</p>	<p>DRA, running records, GLOSS, IKAN, problem solving rubrics, RI/MI</p> <p>CTLS data</p> <p>Lucy Calkins units of Study rubric</p>	<p>Milford Staff and Students</p>	<p>Training for new teachers and refreshers as needed for veteran teachers</p> <p>CTLS Formative Assessment Training</p> <p>Units of study kits and rubrics</p>	<p>Coaches met with all new teachers monthly for training.</p> <p>ELA, Math and Science were a focus this year- common assessments were developed using CTLS in ELA and Math. In science we worked with the county coach to develop common science assessments in quarters 1-3.</p> <p>Writing was scored collaboratively on 2 genres.</p>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Design professional development that is intentional and purposeful for reaching individualized goals and school-wide initiatives. Specific topics will be determined through weekly collaboration and data analysis</p> <p>Provide biweekly grade level collaboration</p> <p>Implementation of research based instructional strategies</p> <p>Continuation of Co-teaching support for general education and special education teachers</p>	<p>Common formative assessments through CTLS</p> <p>Agenda sign-in sheets</p> <p>Lesson plans/walk-throughs</p> <p>Conference/ Meeting notes from SSA</p>	<p>Milford Staff and Students</p>	<p>Access to Cobb teaching and Learning websites to access professional development videos.</p> <p>SSA support</p> <p>Academic Coaches</p>	<p>Monthly calendars were created by coaches to outline professional learning. Agendas were created and notes taken to insure all teachers were aligned.</p>	<p>M</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide EIP support</p> <p>Implement Daily 5/CAFÉ strategies</p> <p>Implement Leveled Literacy Instruction for ELL students</p> <p>Furnish Certified tutors in each grade level to provide support to those students not receiving services</p> <p>Continue RTI and SPED strategies for those below grade levels</p>	<p>DRA, formative assessments</p> <p>Walk-throughs/ Lesson Plans</p> <p>Running Records</p> <p>Student conferencing notes</p> <p>RTI portal</p>	<p>Milford Staff and Students</p>	<p>Resources purchased with cell tower request</p> <p>School Improvement Grant (Title I)</p>	<p>According to the DRA: Of the 433 students at Milford, the breakdown in reading is as follows:</p> <p>Below Grade Level:59% On/Above Grade Level: 41%</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>Require conceptual, practice, and application components of math instruction</p> <p>Use MI to assess student performance levels in order to guide instruction</p> <p>Implement Conceptua in intermediate grades starting with 3rd grade</p> <p>Provide FLP Tutoring Tuesday and Thursday</p>	<p>Number Talks</p> <p>GLOSS assessment</p> <p>IKAN assessment</p> <p>Math Inventory</p> <p>CTLs Quarterly</p> <p>Pre/Post Data collection</p>	<p>Milford Staff and Students</p>	<p>FLP title 1 Funding</p>	<p>According to our GloSS data, we are moving our students in grades 3-5 from 2 levels below level to 1 level below. In K-2 our data is either holding steady or slightly dipping.</p> <p>According to the Math Inventory, we have increased in 100 points from the 2015-2016 school year to the 2016-2017 school year. In the 2015-2016 school year our average MI growth was 155 points, whereas in the 2016-2017 school year our average MI growth was 255 points.</p>	<p>IP</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue Data Teams/Collaboration</p> <p>Continue bi-monthly RTI Intervention</p> <p>Continue Flexible Grouping</p> <p>Increase frequency of data analysis and adjustment of class room instruction</p>	<p>CCRPI</p> <p>CTLS Touchstone Quarterly</p> <p>DRA/GLOSS assessments – pre/post data</p>	<p>Milford Staff and Students</p>			
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase depth and rigor of instruction</p> <p>Continue to implement Talent Development</p>	<p>Quarterly growth</p> <p>Monitor number of students served</p>	<p>Milford Staff and Students</p> <p>K-5: 200 Students</p>	<p>Gifted teacher</p>	<p>According to the data Target numbers increased from 3% to 6%</p>	

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

<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 (<u>Due September 1, 2016</u>)</p>						<p><i>Focus Priority Status:</i> 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: (<u>Due June 30, 2017</u>)</p>		
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implementation of Count Me In Attendance program</p>	<p>Daily, 4 1/2 and 9 week recognition for improved attendance</p>	<p>Milford Staff, Students, Parents, and PIE</p>		<p>Students who missed less than 7 days- 62.6% (down 2.4% from 65% in 2016). Students that missed exactly 7 days decreased by 4 from 30 in 2016 to 26 in 2017). Students with perfect attendance decreased by 17 from 48 in 2016 to 31 in 2017.</p>	<p>M</p>	

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
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)	Provide tutors using School Improvement Grant funding through Title I Offer after-school tutoring using FLP funding through Title I Support Special Education, ELL, and RTI intervention	DRA growth Touchstone Data GLOSS	Milford Staff and Students		According to the Math Inventory, in grades 1-5, more than 50% and as much as 79% of our FLP students are exceeding average growth. These same students are moving out of the below basic category to the basic and even proficient category.	IP
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>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Use stakeholder survey input to increase involvement and student achievement</p> <p>Use Title I Parent survey input to increase involvement and student achievement</p> <p>Continue Involvement in monthly meetings with:</p> <p>PTA to determine instructional use for fundraising money</p> <p>School Council – continue involvement in Osborne Feeder Council</p>	<p>Survey results</p>	<p>CCSD</p>	<p>Survey results</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Plaza de Comunitaria</p> <p>Promote PTA events that provide opportunities for families to enjoy time together</p> <p>NorthStar Psychological Services</p> <p>See Title Plan</p>	<p>Feedback from participants</p>	<p>Milford Staff, Students, Parents</p>	<p>Feedback from participants</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.*

<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>Focus Priority Status: 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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Seek to hire or assist teachers in obtaining additional certification and/or advanced degrees</p>	<p>Six staff members currently obtaining advanced degrees Completion of program</p>	<p>Principal CCSD HR Dept. Certification Dept.</p>	<p>District support to communicate programs</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>	<p>Develop a collaboration/professional learning calendar that ensures a rigorous environment of differentiation and support personnel</p>	<p>Individual feedback Data analysis Classroom walk-throughs to observe differentiation strategies</p>	<p>Principal Asst. Principal Academic Coaches</p>	<p>District support through the Teaching and Learning Dept.</p>	<p>Monthly calendars were created by coaches to outline professional learning. Agendas were created and notes taken to insure all teachers were aligned. Coaches walked classrooms with checklists once a quarter and provided feedback in both reading and math.</p>	<p>M</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>	

Use results of TKES and LKES to improve professional performance (IE²)	Identify and examine standards in which teachers are in need of improvement through the pre-conference and self-reflection with teachers; use student data to adjust goals at mid-year conference	TKES Data	Principal Asst. Principal SSA	District support through the evaluation dept.		
Other: (Specific to school, division, or area. Can be more than one.)						