

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;">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 style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Administer RI, MI, and DRA and use data to inform instruction and to plan for remediation/acceleration</p>	<p>RI MI DRA</p>	<p>Teachers</p>	<ul style="list-style-type: none"> • RI • MI • DRA • Time 	<p>RI Data: Average 188 Lexile points growth across all grades.</p> <p>Percent of students scoring ADVANCED readers increased from 25% to 52%. Decrease in students scoring BELOW BASIC from 8% to 2%.</p> <p>MI Data: Average 279 quantile growth points across all grades.</p>	<p>M</p>

<p>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)</p>	<p>Utilize learning progressions as common formative assessments to determine reading groups</p>	<p>Learning progressions</p>	<p>Teachers</p>	<ul style="list-style-type: none"> • SLI Support • Teacher planning • Vertical & horizontal PLC's 	<p>Milestones Data: From 3rd – 4th grade increase in overall writing scores in students scoring the highest score possible from 22% - 54% and from 4th – 5th from 34% to 56%.</p> <p>From 3rd – 4th grade, increase in percent of students scoring top score in all domains from 1% - 3% and from 4th – 5th from 0.5% to 13%.</p>	<p>IP</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Implement Readers' Workshop framework school-wide</p>	<p>TKES data Fidelity Checks Team Minutes</p>	<p>Teachers and Administrators</p>	<ul style="list-style-type: none"> • SLI Support • Teacher planning • Vertical & horizontal PLC's • Trained Parent Volunteers 	<p>Mini-Lesson: 100% had students gathered in the meeting area. 100% provided a connection to activate thinking. 100% included an explicit teaching point. Over 93% included explicit teaching or modeling of a reading skill. Over 92% had included active engagement or guided practice. 100% included a link to the learning and invitation for students to work independently with purpose.</p> <p>Work Session: 97% were reading on-level books independently. 90% included guided reading or strategy grouping during small group time. Over 50% included Partner Share. Over 70% included conferring with the teacher.</p>	<p>M</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement Readers' Workshop framework school-wide. Implement Orton-Gillingham methodology K-2</p>	<p>TKES data RI DRA Running Records EOG Learning Progressions</p>	<p>Teachers and Administrators</p>	<ul style="list-style-type: none"> • Training • Coaching • Time 	<p>2014: 99.8% of points earned for students who meet or exceed standard.</p> <p>2017: TBA</p> <p>DRA Data: Decrease in students reading below grade level from 7.5% to 4.7% from 1st to 4th quarter.</p> <p>RI Data: Average 188 Lexile points growth across all grades.</p> <p>Percent of students scoring ADVANCED readers increased from 25% to 52%. Decrease in students scoring BELOW BASIC from 8% to 2%.</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 strategies learned in Gifted Endorsement Classes, Implement Number Talks, Exemplars, and increase opportunities for Higher Order Thinking Skills</p> <p>Implement Accelerated Content Math in 4th Grade</p>	<p>MI Student Progress Monitoring Grades EOG Iowa CogAT</p>	<p>Teachers and Administrators</p>	<ul style="list-style-type: none"> • Training • Collaboration • Time 	<p>MI Data: Average 279 quantile growth points across all grades.</p> <p>2014: 98.3% of points earned for students who meet or exceed standard.</p> <p>4th Grade AC Math implemented for over 60 students.</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Strategic differentiation, EIP, RTI Process, ongoing training for special education teachers in best practices of specialized instruction</p> <p>Increased focus on data disaggregation</p>	<p>RI MI DRA Report Cards Standardized tests RTI data EIP data Data team logs/data sheets</p>	<p>Student Support and Grade Level Teams</p>	<ul style="list-style-type: none"> • Core Team • SSA 	<p>RI Data: Average 188 Lexile points growth across all grades.</p> <p>Percent of students scoring ADVANCED readers increased from 25% to 52%. Decrease in students scoring BELOW BASIC from 8% to 2%.</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</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>	<p>Buccaneer Block Scheduling—changing our specials rotation to increase engagement and decrease time between classes</p>	<p>SLO's and survey</p>	<p>All stakeholders</p>	<p>Shift in schedule</p>	<p>Successful. Survey data collected necessitates participating in modified block scheduling next year to endure consistency and progression through standards/skills in Art/Music.</p> <p>Music SLO: Pretest = 64%. Posttest = 81%.</p> <p>Art SLO: Pretest = 66%. Posttest = 87%.</p>	<p>M</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"> 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) 	<ol style="list-style-type: none"> 1. 20 Day tutoring, EIP, differentiated instruction, Special Education focus on Specialized Instruction in Orton-Gillingham Methodology for all K-1 teachers, Small Group IRR, MI, and EBD teachers. Continued professional learning in Readers' Workshop with focus on how to differentiate during small group instruction. 2. 20 Day tutoring, EIP, differentiated instruction. 3. 20 Day tutoring, EIP, differentiated instruction. 	<p>Formative, Summative & Diagnostic assessments</p>	<p>Grade level teams, Admin, SSA, SLI, EIP, Special Education</p>	<p>20 day tutoring funds</p> <p>Training funded by Foundation</p>	<p>RI Data: Average 188 Lexile points growth across all grades.</p> <p>Percent of students scoring ADVANCED readers increased from 25% to 52%. Decrease in students scoring BELOW BASIC from 8% to 2%.</p> <p>MI Data: Average 279 quantile growth points across all grades.</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>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

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	<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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>AdvancED Surveys Analyze stakeholder feedback and target areas for improvement</p> <p>Staff: Implement common grading and reporting policies based on common formative and summative assessments. Revision of data team process, RTI process, and mandatory common assessments.</p> <p>Students: Increase rigor and relevance through implementation of Readers' Workshop framework, Orton-Gillingham methodology, Gifted Endorsement strategies, and addition of STEM Lab.</p> <p>Parents: Increase rigor and relevance through implementation of Readers' Workshop Framework, Orton-Gillingham methodology, Gifted Endorsement strategies, and addition of STEM Lab.</p>	<p>AdvancEd Surveys</p>	<p>Stakeholders Administration</p>	<p>AdvancEd Surveys</p>	<p>Revision of RTI Tier 3 Process. Implementation of CTLS-Assess in 2017-18.</p> <p>Full implementation of Readers' Workshop, K-3 training in Orton-Gillingham, Full implementation of STEM Lab.</p> <p>Completion of Gifted Endorsement, Orton-Gillingham K-3.</p>	<p>IP</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Continue strong family and community partnerships and growing programs through PTA and Foundation</p>	<ul style="list-style-type: none"> • Membership Data • Participation in Events • Meeting Minutes 	<p>All Stakeholders</p>	<p>Time</p>	<p>Second consecutive year to receive the Eastern Cobb County Council of PTA's Platinum Cup.</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.*

<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>Implement consistent and rigorous screening and interview process.</p>	<p>TKES Evaluation System Teacher Retention Rates</p>	<p>Admin</p>	<p>Job Fairs, Competitive Recruitment Procedures</p>	<p>Interviewing and hiring procedures completed.</p>	<p>M</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>Provide continuous job-embedded professional learning and coaching. Formal induction and mentoring process for new teachers to the school and/or grade level. Two hours monthly collaborative planning. Common planning.</p>	<p>Data Team and PLC Minutes/Submissions. TKES Evaluation System. Student Growth Measures.</p>	<p>Admin SSA SLI Teacher Leaders Mentors Mentees</p>	<p>Time Trained Parent Volunteer Release Time</p>	<p>Training and collaboration completed.</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 (IE ²)	Develop and implement PLP's as necessary. Ongoing feedback through walkthroughs and formative assessments.	TKES Data	Admin	Time TKES Platform	TKES timeline met.	M
Other: (Specific to school, division, or area. Can be more than one.)						