

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)	Identify specific weaknesses in reading and math utilizing existing data. Use data from RI/MI to monitor progress and implement strategies to support differentiation and progress on raising achievement levels.	CTLS EOG RI/MI EOG Data	Administration Academic Coaches Teachers	Assessment Data	Identified reading weaknesses are comprehension and vocabulary acquisition. Our Math weakness is with problem solving and writing to explain processes in solving the equation. Instructional strategies implemented for reading and math were standards boards, engagement strategies, CTLS Data Analysis, and Touchstone Assessments.	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)	Administer Flexible Formative Assessment through CTLS in all subject areas.	Pre/Post Test for math G-Kids K DRA Ready to Read(k)	Administration Academic Coaches Teachers	TTIS Academic Coaches CTLS	Quarterly Common assessments, SRI, SMI, DRA, GKIDS, and SLO's were utilized to identify areas for remediation and acceleration of all students.	M

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Develop a comprehensive in-service plan to address areas requiring remediation.</p> <p>Utilize professional learning communities to enhance teacher instructional practice and improve student learning achievement in all areas.</p>	<p>TKES observations Lesson Plans</p>	<p>Administration Academic Coach Teachers Mentors</p>	<p>Academic Coaches Collaboration Planning Day Post Planning and Data Teams</p>	<p>Professional development for instructional strategies were differentiated by grade level needs. Opportunities were given for PD outside of the school day and cluster days throughout the year.</p>	<p>M</p>																					
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015 Reading Scores)</p>	<p>Provide workshops and professional learning on collaborative planning and literacy to support instructional practices and strategies to specifically support students' remediation and acceleration.</p>	<p>DRA SRI CTLS R2R (k)</p>	<p>Administration Academic Coach Teachers</p>	<p>Academic Focus Meetings Modeled Lessons</p>	<p>Reading Inventory shows student learning in reading as follows:</p> <table border="1" data-bbox="1549 581 1864 833"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>40.2</td> <td>32.6</td> </tr> <tr> <td>Level 2</td> <td>37.2</td> <td>40.5</td> </tr> <tr> <td>Level 3</td> <td>18.9</td> <td>24.2</td> </tr> <tr> <td>Level 4</td> <td>3.4</td> <td>2.7</td> </tr> <tr> <td>% Prof.</td> <td>22.3</td> <td>26.9</td> </tr> <tr> <td>% Level 2-2</td> <td>42.6</td> <td>48.5</td> </tr> </tbody> </table>		2016	2017	Level 1	40.2	32.6	Level 2	37.2	40.5	Level 3	18.9	24.2	Level 4	3.4	2.7	% Prof.	22.3	26.9	% Level 2-2	42.6	48.5	<p>IP</p>
	2016	2017																									
Level 1	40.2	32.6																									
Level 2	37.2	40.5																									
Level 3	18.9	24.2																									
Level 4	3.4	2.7																									
% Prof.	22.3	26.9																									
% Level 2-2	42.6	48.5																									
<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>Provide workshops and professional learning on math strategies, number sense and problem solving to support instructional practices and strategies to specifically support students' remediation and acceleration.</p>	<p>Pre/Post Test Math MI Quantile CTLS Formative Assessments Touchstone</p>	<p>Administration Academic Coach Teachers</p>	<p>Academic Focus Meetings Modeled Lessons</p>	<p>Math Inventory shows student learning in mathematics as follows:</p> <table border="1" data-bbox="1549 938 1864 1190"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>34.2</td> <td>28.4</td> </tr> <tr> <td>Level 2</td> <td>44.9</td> <td>42.8</td> </tr> <tr> <td>Level 3</td> <td>18.7</td> <td>25.5</td> </tr> <tr> <td>Level 4</td> <td>2.3</td> <td>3.4</td> </tr> <tr> <td>% Prof.</td> <td>21.0</td> <td>28.9</td> </tr> <tr> <td>% Level 2-2</td> <td>44.5</td> <td>51.9</td> </tr> </tbody> </table>		2016	2017	Level 1	34.2	28.4	Level 2	44.9	42.8	Level 3	18.7	25.5	Level 4	2.3	3.4	% Prof.	21.0	28.9	% Level 2-2	44.5	51.9	<p>IP</p>
	2016	2017																									
Level 1	34.2	28.4																									
Level 2	44.9	42.8																									
Level 3	18.7	25.5																									
Level 4	2.3	3.4																									
% Prof.	21.0	28.9																									
% Level 2-2	44.5	51.9																									
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Tailor instruction to address specific weaknesses as identified by ITBS, SLO's and EOGT.</p>	<p>RI/MI,SLO, ITBS, EOG, DRA</p>	<p>Administration Academic Coach Teachers</p>	<p>N/A</p>	<p>Instruction was tailored to identify more of what students needed based upon data and student mastery of the standards.</p>	<p>IP</p>																					

8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Protect time allotted for collaboration between teachers	Minutes from meetings Academic Focus Sign-In Sheets	Administration Academic Coach Teachers	Substitutes for Collaborative Planning Day Post Planning and Data Teams	Teachers participated in academic focus meetings and collaboration days to analyze data and plan for instruction.	M
---	--	--	--	--	---	----------

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

<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)	
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Create and implement STEM Learning Opportunities Utilize Read 180 and System 44 to supplement on-going instruction	EOG DRA Co-Created Writing Rubrics SRI/SMI STEM Day Participation	Administration Academic Coach Teachers	STEM Materials Igniting Minds (GE) DRA Training	Teachers developed a STEM team and carried out a stem week this year. Additionally, collaboration and receipt of a grant for 17-18 to support teacher training for STEM. Read 180 and System 44 was implemented in classrooms throughout the year. Teachers received ongoing support through scholastic.	M

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)	1. Provide professional learning that delivers instructional strategies to specifically support students not on grade level 2. Protect time allotted for collaboration between teachers 3. Utilize supplemental resources to support specific needs and implement readiness programs	SLO ITBS EOG SRI/SMI Training Logs	Administration Academic Coach District Math Coach Teachers	Academic Coaches Number Talk Training Running Records and DRA Training	Teachers participated in on-going professional development to improve instructional strategies and increase student engagement during reading and math. Supplemental resources were provided for teachers as well as students to extend their learning beyond the school day.	M
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.)	Share DRA, RI and MI scores with parents to communicate student strengths and weaknesses	DRA	Teachers Academic Coaches	DRA Materials	Teachers reported DRA levels to parents via report cards and parent conferences	M

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

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

Seek and evaluate stakeholder input for critical processes. (AdvED)	Use AdvEd parent survey	As measured by SACS/AdvED survey	Administration Academic Coach Parent Liaison CCSD	N/A	Stakeholders responded and overall school score of _____ compared to network score of _____	_____
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	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.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<u>Focus Priorities:</u> (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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Encourage current teachers to seek additional endorsements in key areas	Additional endorsements gained by current teachers	Administration	CCSD Professional Development	Endorsements for Math/Science, Teacher Leader Academy, and Masters Degrees of Instructional Technology were completed by certified staff this year.	M
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)	Utilizing professional learning communities to enhance teacher instructional practice and improve student learning achievement in priority areas Review school data and collaborate vertically to review RI/MI, SLO and EOG data	Survey Lesson plans as needed (365) TKES Data RI/MI	Administration Academic Coaches Teachers	Academic Coaches Eagle's Hub (Instructional Blog for Teachers created by Academic Coaches)	Teachers were able to collaborate and visit classrooms to observe instruction as well as provided planning time to collaborate and discuss standards, instruction and best practices. Teachers were also involved in afterschool collaboration with various schools and grade levels supported through district and title I Coaches.	M
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Utilize TKES data to identify specific areas of weakness for individual teachers.	TKES Data	Administration Academic Coaches	TKES Platform Academic Coaches	Effectively implemented a staff PD to support areas of remediation within specific domains.	IP
Other: (Specific to school, division, or area. Can be more than one.)						