

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success popular college and career pathways.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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)	<i>Focus Priority Status: NM = Not Met IP = In Progress M = Met</i>
<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>	Analyze ongoing reading and math assessments for student growth and to plan instructional strategies Collaboratively review grade level standards and discuss appropriate instructional strategies	RI/MI Lesson plans/PLC documentation	Administration /Instructional Staff	Collaborative planning time (Super Specials, ½ day collaboration sessions)	Team collaboration increased along with common expectations for student performance. All teams analyzed formative data (RI/MI) to identify struggling/high achieving students and adjust instruction accordingly	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>	Implement FFAS across grade levels with fidelity (Cohort 3)	FFAS (Touchstone) results	Administration /Instructional Staff	TTIS/Assessment support FFAS training schedule	Dealt with first year implementation issues and will continue to refine process for 2017-18; teachers developed better understanding of student progress/mastery of standards with consistent assessments	IP
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Differentiate PLC topics based on needs identified through analysis of student achievement data & requests from staff	PLC documentation LKES survey results	Administration	CCSD PL funds	Variety of ongoing PL offered (local school whole staff; CCSD math; optional PL sessions from local school & CCSD TTIS)	IP

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Effectively utilize all components of K-2 ELA resource acquisition</p> <p>Implement instructional models to meet the needs of struggling students (System 44/Read 180; EIP; 20 day support)</p> <p>Ensure use of research-based literacy practices in all grade levels including guided reading</p>	<p>RI</p> <p>System 44/Read 180 formative assessments</p> <p>Milestones</p> <p>CCRPI</p>	<p>Administration /Instructional Staff</p>	<p>PL support for new ELA resources</p> <p>Materials for System 44/Read 180</p>	<p>% of Reading 180 & System 44 students on or above grade level on the 2016-17 EOG lexile:</p> <p>3rd: 65% (15 out of 23) 4th: 25% (2 out of 8) 5th: 64% (7 out of 11)</p> <p>*Average amount of Lexile growth on RI from fall to spring: 3rd: 232 4th: 153 5th: 154</p> <p>Implemented guided reading/workshop model which resulted in EOG on grade level lexile: 3rd grade: 2015: 60.1% 2016: 84.2% 2017: 88.4% 5th grade: 2015: 89.4% 2016: 87.3% 2017: 87.2%</p>	<p>IP</p>
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<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Utilize researched based instructional strategies including guided math; Number Talks; advanced content math (4th/5th)</p> <p>Expand use of Hands on Equations</p> <p>Introduce/support Conceptua math</p> <p>Implement effective instructional models such as EIP reduced class and 20-day program</p>	<p>MI FFAS Milestones</p>	<p>Administration /Instructional Staff</p>	<p>PL support for Number Talks (CCSD math department)</p> <p>CCSD training for Conceptua Super Users</p> <p>20 Day Funds</p>	<p>Number Talks training was provided at the introductory and advanced levels (staff self-selected their session)</p> <p>Two Conceptua Super-Users received CCSD training and redelivered information to colleagues</p> <p>Developing Learner or above on the Georgia Milestones mathematics EOG: 2015: 82.4% 2016: 88.5%</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Implement with fidelity other identified focus priorities</p>	<p>9 week course failures</p> <p>EOY # of students retained</p>	<p>Administration /Instructional Staff</p>	<p>NA</p>	<p>Number of 4th/5th grade students receiving an “F” for reading/ELA/math per 9 weeks</p> <p>Quarter 1: Reading= 14, ELA= 12, Math= 4</p> <p>Quarter 2: Reading= 10, ELA= 3, Math= 7</p> <p>Quarter 3: Reading= 9, ELA= 7, Math= 9</p> <p>Quarter 4: Reading 4, ELA= 2, Math= 3</p> <p>Data: Students retained K-5: 2016: 5 2017: 2</p>	<p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Utilize AC (Advanced Content) model for ELA & math in 4th & 5th grade</p>	<p># of students participating in AC</p> <p>Student performance on report cards & EOG</p>	<p>Administration /AC teachers</p>	<p>Collaboration time/PL support @ local school level and CCSD ALP department</p>	<p>Provided AC ELA for 20 4th grade students and AC math for 10 4th grade students; AC ELA for 22 5th grade students and AC math for 18 5th grade students</p> <p>Data: Avg. RI growth AC students: 4th grade: 125.5 5th grade: 81.3 Avg. MI growth AC students: 4th grade: 302 5th grade: 132</p>	<p>IP</p>
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Board Goal 2: Differentiate resources for students based on needs.

<p>District Focus Priorities 2016-2019</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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) 	<p>Utilize System 44/Read 180/Rewards/Fundations/Language!/online programs (IXL; Reading A-Z)</p> <p>Provide additional support through 20 Day instructional staff/after school tutoring; Conceptua math program; online programs (IXL; FrontRow)</p> <p>Continue support of RTI program</p>	<p>Formative program assessments; online usage reports; EOG; RI</p> <p>MI; online usage reports</p> <p>RTI Tier 2 & Tier 3 documentation</p>	<p>Administration /Instructional Staff</p>	<p>Materials for System 44/Read 180</p> <p>PL support for special education teachers implementing specialized instruction</p> <p>Online programs provided by PMES Foundation</p>	<p>Used EIP funds to purchase support materials; Implemented Foundations & Language programs for special education students; provided Reading A-Z/IXL online programs for school/home support Utilized "Rise & Shine Reading" club to provide literacy support</p> <p>Data: Average amount of Lexile growth on RI from fall to spring: 3rd: 232 5th: 154</p> <p>Percent of at-risk students on grade level lexile EOG: 65%</p> <p>Used IXL & FrontRow programs for school/home reinforcement; Created "Math Mania" afterschool program to reinforce concepts</p> <p>Data Avg. 4th quarter SMI score at-risk students: 3rd grade= 418 5th grade= 448 *average growth= 42</p> <p>Percent of at-risk students scoring at Developing Learner or above on the Georgia Milestones math EOG: 25%</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></p>

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<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 (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Administer/analyze stakeholder surveys</p> <p>Collaborate with: School Council, PTA, Foundation</p> <p>Discuss pertinent issues aligned with SSP goals during PIT Crew meetings</p>	<p>Survey results</p>	<p>Administration /PIT Crew</p>	<p>NA</p>	<p>Administered all required surveys (AdvancED, TKES/LKES/GA School Personnel Survey) Data: 4 Star School Climate Rating</p> <p>Met at minimum weekly with PTA Board, monthly with Foundation Board and quarterly with School Council. Attended Georgia Legislative Session and Governor Nathan Deal's State of the State address with School Council</p> <p>Met monthly with PIT Crew to communicate expectations, monitor implementation of programs, analyze data & address concerns</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>Conduct new parent/family events (Pirate Preview; new family fall social)</p> <p>Continue WatchDOGS program while creating additional opportunities for fathers/father-figures to become involved</p> <p>Establish weekly electronic communication from stakeholder groups (PTA/Foundation)</p> <p>Implement extended hours for Learning Commons</p>	<p>Event attendance</p> <p># of WatchDOGS volunteer hours</p> <p>Subscription rate of PMES families</p> <p>Student/family participation</p>	<p>All staff PTA Foundation School Council</p>	<p>Volunteers for events</p> <p>Financial support from stakeholder organizations</p> <p>Mailchimp technology</p>	<p>Held new family orientation in the fall to build relationships and support school involvement; Pirate Preview held week prior to school for all new families</p> <p>Weekly e-blast delivered to the majority of PMES families from PTA & Foundation</p> <p>Made strides in transition from Media Center to Learning Commons, but unable to implement extended Learning Commons hours; will develop new plan for implementation with new media specialist</p>	<p>IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Seek new & creative avenues for increasing Partner in Education participation</p> <p>Utilize social media to tell the Pickett's Mill story</p> <p>Increase the Pickett's Mill presence in the community</p>	<p># of active partnerships</p> <p>Social media metrics including followers on Twitter</p> <p>Attendance at community events</p>	<p>Principal</p>	<p>NA</p>	<p>Created new initiatives for Partners in Education to benefit the business and school community including perfect attendance recognition for staff & students; career speakers</p> <p>Created online presence on Twitter; accumulated over 300 followers</p>	<p>IP</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>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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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 hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Hire HiQ/highly effective teachers through hiring and interview protocols to include: multiple school representatives to screen candidates at job fairs; utilizing team interviews; include written component for teacher interviews; utilize performance-based interview strategies Hire teachers with additional certifications (gifted, reading endorsement, etc.)	Performance of new hires as measured by TKES and informal observations # of staff with additional certifications	Administration	CCSD HR resources such as job fairs	7 staff members with gifted certification Group & individual support for new hires delivered from administration & SLI Successful interviewing and hiring practices (including candidates teaching model lessons) resulted in recruitment of high quality teachers	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. (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)	Differentiate PLC topics based on needs identified through analysis of student achievement data & requests from staff to include: <ul style="list-style-type: none"> • FFAS PL for all K-5 instructional staff • Number Talks (intro for new staff/refresher for veteran staff) • Continuation of literacy practices PL from 2015-16 w/ CCSD support 	PLC documentation TKES assessment Classroom Walk-throughs	Administration /TTIS	PL opportunities through CCSD	Utilization of CCSD math trainers enhanced teacher understanding and capability in delivering Number Talks instruction TTIS provided ongoing, consistent support for new cohort implementation of FFAS which facilitated teacher understanding	IP
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Conduct feedback conferences with teachers in accordance with TKES/LKES requirements w/ additional feedback opportunities as needed</p>	<p>TKES/LKES</p>	<p>Administration /Instructional staff</p>	<p>NA</p>	<p>Evaluators held individual mid-year TKES feedback conferences with all staff instead of group conferences which enhanced the evaluation process</p>	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>	<p>Provide ongoing support for new PMES staff (PL w/ SLI; quarterly socials with admin)</p> <p>Implement a variety of engaging activities for staff to support a positive school culture & climate (Office Olympics, You've Been Mugged, Pop Payday, Monday Motivation, Class of the Week, W.O.W. (Within One Week) goal setting, Warm Up Wednesday, etc.)</p>	<p>LKES surveys</p>	<p>Administration</p>		<p>Implementation of new school climate initiatives were successful in supporting positive staff morale (4 star climate rating; positive LKES survey results)</p>	<p>IP</p>