

## 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 <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)	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. <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>	Continue with the implementation of the Workshop model for Instruction( Readers, Math, Writers)	TKES,EOG, Common Assessments, Classroom Walkthroughs	Administration , Building Leadership team(BLT), coaches, & teachers		Completed trainings in Readers Workshop & Writers workshop. Math workshop training was suspended due to personnel issues(lost math specialist)	
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>	Standardize the school wide process for data teaming and team collaboration.	Data team notebooks, minutes, and logs.	Administration , Building Leadership team(BLT), coaches, & teachers	Cell tower grant funds	<b>Completed. Teams were given 2 full days of release time this year to work on collaborative planning in addition to their regular team time.</b>	
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	Plan Staff Development sessions structured around the Workshop model, data team, and good instructional practices.	Calendar, staff feedback, TKES, and lesson plans	Administration , Building Leadership team(BLT), coaches, & teachers	Cell tower grant funds.	Sessions were planned and held for teachers and teams.	
5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	Use RTI and SPED Strategies Use Guided Reading Strategy groups Continued use of Readers Workshop model	Classroom Data profile sheets DRA /RI progress Running Records TKES observations	Classroom teachers EIP teachers	20 day funds	Based on preliminary score reports on the EOG 3 <sup>rd</sup> grade average score increased scores by 12.7 points 4 <sup>th</sup> grade a 8.9 points, & 5 <sup>th</sup> grade no growth but remained the same.	





Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Use of surveys to gauge parent input( online and paper) Plan feedback sessions for parents to attend. Use PTA to communicate and receive parental input	Attendance at events, survey results.	Administration and BLT		Parent surveys were given as required by district and state. In addition , parental input was solicited on future school goals from parents through an additional survey.	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	Use of Blackboard Connect to communicate with parents: <ul style="list-style-type: none"> <li>• Weekly with a Phone blast</li> <li>• Monthly with an emailed school Newsletter</li> <li>• Text messages for reminders</li> </ul> Use of social media to communicate with parents( blogs, twitter, website,etc)  Plan Parent information nights such as curriculum night and open house to provide parents with resources.	Blackboard contact logs Parent feedback Parent attendance	Administration and BLT		All Key actions were implemented with success and positive feedback from parents.	
<b>Other:</b> (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.***

<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)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Use the Talent Ed system to screen potential applicants for interviews.		Administration		All new teacher hires were completed using the screening processes in the Talent Ed system.	
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	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (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)	Provide support with academic coaches. Provide mentoring for new staff members Team Collaboration time .	TKES and walk through observation	Administration			
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 (IE <sup>2</sup> )	Align professional development with TKES Monitor TKES standards through observation and walks.	TKES data	Administration		All key actions were completed and used to shape instruction and teacher growth.	
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						