

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)	Attend weekly PLC's to analyze student data and determine next steps for student success.	K- Phonics R2R 1-5 MI, RI, GLOSS, CTLS	SES Teachers and Administrators	NA	PLC's in progress	In Progress
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)	Implement formal and flexible assessments for instructional adjustments.	DRA, MI, RI, GLOSS, DRA, CTLS	SES Teachers and Administrators	NA	CTLS implemented in K for Proof of Concept- CTLS will be implemented for 1-5 during 17-18 school year	In Progress
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Participate in weekly PLC's to determine instructional pacing and develop common assessments.	Pacing guides, lesson plans, TKES data, CTLS	SES Teachers and Administrators	Release Time- Title I Funds	PLC's in progress- CTLS implemented in K for Proof of Concept- CTLS will be implemented for 1-5 during the 17-18 school year	In Progress

<p><i>5. Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue collaboration with RTI and SPED strategies for students performing below grade level.</p>	<p>RI and DRA</p>	<p>SES Teachers and Administrators</p>	<p>Teacher Planning Time</p>	<p>RTI in progress/ongoing</p>	<p>In Progress</p>
	<p>Implement additional small group phonics instruction (K), small group Level Literacy Intervention for lowest performing students in 1-5 (EIP), and System 44/Reading 180 in grades 3, 4, & 5 (EIP and Academic Coach)</p>	<p>R2R Phonics, RI, Reading 180, System 44 and Milestones</p>	<p>SES Teachers, Reading Intervention Teachers, EIP Teachers, Administrators, and Tutors</p>	<p>20 Day Funds for Tutoring, System 44/Read 180, Level Literacy Intervention</p>	<p>All interventions were implemented during 17-18 school year</p>	<p>In Progress</p>
	<p>Encourage participation in Million Minute Reading Challenge</p>	<p>Reading Logs</p>	<p>SES Teachers, Students and Parents</p>	<p>PTA Incentive funds</p>	<p>Million Minute Challenge implemented and goal met</p>	<p>Met</p>
	<p>Tutor under achieving students in grades 3-4-5</p>	<p>Data sheets</p>	<p>Tutors</p>	<p>20 Day & Title Funds</p>	<p>Tutoring implemented as an intervention for 17-18</p>	<p>Met</p>
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Continue collaboration with RTI and SPED strategies for students performing below grade level.</p>	<p>MI and GLOSS</p>	<p>SES Teachers and Administrators</p>	<p>Teacher Planning Time</p>	<p>RTI in progress/ongoing</p>	<p>In Progress</p>
	<p>Implement additional small group math instruction for lowest performing students in primary grades (EIP) and intermediate grades (EIP).</p>	<p>MI, GLOSS, First in Math</p>	<p>SES Teachers, Administrators, Math Recovery Teacher, EIP Teachers.</p>	<p>20 Day Funds for Tutoring</p>	<p>All interventions were implemented during 17-18 school year</p>	<p>In Progress</p>
	<p>Tutor under achieving students in grades 3-4-5</p>	<p>Data sheets</p>	<p>Tutors</p>	<p>20 Day & Title Funds</p>	<p>Tutoring implemented as an intervention for 17-18</p>	<p>Met</p>
<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Continue RTI process and additional year conferences and notifications.</p>	<p>RTI Data</p>	<p>SES Teachers, Administrators, Counselors, and Parents</p>	<p>Teacher Planning Time</p>	<p>RTI in progress/ongoing</p>	<p>In Progress</p>
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<p>Implement STEM challenges in grades 2-5. Implement Math Specials rotation and Interventions in grades 2-5.</p>	<p>STEM Rubrics Grade Level Math Standards</p>	<p>STEM Teacher Math Specials Teacher</p>	<p>Title I, County and Foundation Funds</p>	<p>All interventions were implemented during 17-18 school year</p>	<p>In Progress</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 (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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Implement Accelerated Learning opportunities for 4th grade students in ELA to increase student achievement.</p> <p>Implement Dual Language Immersion English/Spanish for students in K and 1st grade.</p>	<p>Milestones, RI, DRA</p> <p>RI, MI, DRA, GKids, R2R Phonics</p>	<p>Academic Coaches, Teachers, and Administrators</p>	<p>District Support</p> <p>DLI Training Greg Barfield</p>	<p>AC implemented as a learning intervention for 17-18</p> <p>DLI implemented as a learning intervention for 17-18</p>	<p>In Progress</p> <p>In Progress</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"> Not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<ol style="list-style-type: none"> Provide Reading Intervention through Level Literacy Intervention, System 44, Read 180, Million Minute Challenge, and Tutoring Provide Math interventions through GLOSS, Math Recovery, and Tutoring Continue RTI Interventions 	<ol style="list-style-type: none"> DRA, RI, Milestones, Reading Records GLOSS, MI RTI Data 	<p>SES Teachers, Administrators, Counselors, Parents & Tutors</p>	<p>Teacher Planning Time, Level Literacy Kits, Read 180, System 44. 20 Day & Title Funds</p>	<p>Interventions implemented during the 17-18 school year</p>	<p>In Progress</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)	N/A	N/A	N/A	N/A	N/A	
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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 (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><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Increase parent participation on AdvancED surveys</p>	<p>Survey results and response rate</p>	<p>SES teachers, administrators Students, and parents</p>	<p>Consistent reminders through phone, marquee, and memos</p>	<p>Increase in parent participation</p>	<p>Met</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Encourage stakeholder input through ongoing PTA, School Council/Foundation, and Community Partner events.</p> <p>Invite prospective parents and students to events that showcase SES and the numerous opportunities available for promoting student success.</p>	<p>Comments, meeting minutes, surveys</p> <p>Participation and sign in rosters</p>	<p>All Stakeholders</p>	<p>Scheduled meetings and minutes of meetings</p>	<p>Increase in parent/stakeholder participation</p>	<p>Met</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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Identify interview teams for stakeholder input in selecting quality teachers.</p>	<p>TKES- new hires</p>	<p>SES Teachers and Administrators</p>	<p>Support from HIR and TalentEd</p>	<p>Interview teams successfully implemented</p>	<p>In Progress</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>Train new teachers during monthly PLC's through Smyrna University.</p>	<p>Lesson Plans- TKES</p>	<p>SES teachers, academic coaches, and administrators</p>	<p>Release Time- Title I, SFSD Funds</p>	<p>Smyrna University implemented for 17-18 school year</p>	<p>Met</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>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Provide PLC's for teachers and leaders based on individual need and TKES/LKES self-assessment results.</p>	<p>TKES/LKES data</p>	<p>SES Teachers, academic coaches, and administration</p>	<p>Release time for PLC's</p>	<p>Successful implementation of TKES/LKES</p>	<p>Met</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>	<p>Identify candidates who are fluent in Spanish and English to continue growing the Dual Language Immersion program K-5.</p>	<p>TKES and District Spanish Proficiency Test</p>	<p>SES Teachers, Greg Barfield</p>	<p>Support from HR, Talent ED, Foreign Language</p>	<p>Interview teams continue to seek qualified candidates to fill DLI positions</p>	<p>In Progress</p>

