

2016-17 Cobb County School District Strategic Plan
YEAR END / FINAL UPDATE

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

<p align="center"><i>District Focus Priorities</i> 2016-2019</p> <p align="center"><i>Focus Priorities:</i> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p align="center">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p align="center">Key Actions: (List as many actions as needed in each box.)</p>	<p align="center">Measured by:</p>	<p align="center">Owner(s):</p>	<p align="center">Resources Needed:</p>	<p align="center">Results Of Key Actions: MIDYEAR</p>	<p align="center">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
						<p>FINAL</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Through professional development, implement instructional strategies for increased student engagement through the use of technology and engagement strategies learned through the Gifted Endorsement with Metro RESA</p>	<p>TKES ratings</p>	<p>Administration</p>	<p>TTIS and Funds from Foundation for Metro RESA instructor</p>	<p>Teachers participating in the GT Endorsement courses will complete coursework in April, 2017. However, I have not been able to ascertain that there is a direct correlation between this coursework and increased student engagement through technology. Differentiation could possibly be positively impacted.</p>	<p>IP – Again, the teachers who were involved in the GT endorsement courses from Metro RESA did complete their courses. However, there was no evidence to directly to support the impact of this endorsement on student engagement.</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 CTLS in Special Education, RTI, and grade level data team meetings to create assessments, compile, access, and analyze data to plan for instruction.</p>	<p>TKES ratings, SLO Assessments, local school assessments, Georgia Milestones Assessments, DRA, SRI, SMI</p>	<p>Administration , grade level teams – individual teachers</p>	<p>TTIS - CTLS training, collaboration time for data teams and planning including Super Specials and substitute teachers for ½ day planning sessions (funded by Foundation)</p>	<p>Teachers are proficiently giving the Touchstones (as directed by the district) and are using the assessment banks to create assessments for formative and summative use. During Data Team meetings, results from CTLS are analyzed and instruction is planned for varying performance levels.</p>	<p>M – Evidence that the teachers delivered the Touchstones can be found in CTLS. Data Teams continued to use the data from these formatives to provide remediation or enrichment. Data to support impact was collected from EOY RI and MI. (Attachment A)</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Active participation in and implementation of ongoing job embedded professional development: Orton Gillingham (summer training), technology training with our TTIS, Gifted Endorsement with Metro RESA.</p>	<p>TKES Ratings</p>	<p>Administration and grade level teams – individual teachers</p>	<p>Funds from Foundation for Metro RESA instructor, TTIS</p>	<p>A few teachers have been trained in Orton-Gillingham but most of the professional learning is through the RESA GT courses and learning time (focused on formative assessment practices) during faculty meetings. The new professional learning focus will be determine in the coming months (STEM).</p>	<p>M – Teachers completed their four course sequence to attain their GT endorsement through Metro RESA. Teachers NOT part of the GT coursework participated in content-specific PD (STEM, WBT, ART, GMEA, GAHPERD)</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p> <p><i>(Unsure why CCRPI scores from 2014 were used when the assessment was the CRCT, rather than the Milestones.) I am unable to do a reliable</i></p>	<p>Continue the use of RTI strategies and Specialized Instruction for Special Education students reading below grade level</p> <p>Extended Day Tutoring (grades 3-5)</p>	<p>SLO Assessments, SRI, DRA, Daily 5/CAFÉ data, Georgia Milestones Assessments</p>	<p>Individual teachers</p> <p>Teacher tutors</p>	<p>Time for collaboration</p> <p>20 Day Funds</p>	<p>Current RTI structure as well as the addition of LEXIA has had a positive impact on student reading ability as evidenced by midyear RI scores.</p> <p>RI = 12% increase of ADV / PRO students (from 71% BoY to 83% MY)</p>	<p>M – EOY RI Scores indicate:</p> <p>(% indicates an increase in Proficient and Advanced from BoY testing.)</p> <p>1st – (+25%) 2nd – (+41%) 3rd – (+18%) 4th – (+23%) 5th – (+14%) AVG: (+24%)</p> <p>***97% of 5th grade students on or above grade level Lexile.</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>Number talks, common formative assessments, and finding a balance between skill and drill and mental strategies and utilizing algorithms (especially for computation)</p> <p>Extended Day Tutoring (grades 3-5)</p>	<p>SLO Assessments, SMI, Daily 5 math data, Georgia Milestones Assessments</p>	<p>Individual teachers</p> <p>Teacher tutors</p>	<p>Time for collaboration</p> <p>20 Day Funds</p>	<p>Current RTI structures do not adequately emphasize math intervention. The upcoming implementation of DreamBox will be monitored for impact. However, effective core math instruction and Tier 1 classroom interventions have resulted in positive gains in math as evidenced by midyear MI.</p> <p>RI = 12% increase of ADV / PRO students (from 71% BoY to 83% MY)</p>	<p>M – EOY MI Scores indicate:</p> <p>(% indicates an increase in Proficient and Advanced from BoY testing.)</p> <p>1st – (+65%) 2nd – (+46%) 3rd – (+55%) 4th – (+75%) 5th – (+36%) AVG: (+55%)</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Mentoring programs for students identified with non-academic needs, differentiated instruction, RTI strategies and process, specialized instruction for Special Education students</p>	<p>Counseling agreement plan, SRI, DRA, SMI, SLO, local school assessments, report card grades, number of students retained, RTI data</p>	<p>Counselors, individual teachers, administration</p>	<p>Time for teacher collaboration and planning</p>	<p>Counselors actively see students who have social-emotional needs and monthly attendance is addressed with teachers.</p>	<p>IP – I do not have the preliminary data (that should have been included in the Key Actions) and I do not have the most current data. This year, we had three retentions in Kindergarten, all at the request of the parents.</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: <u>MIDYEAR</u></p>		
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</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. RTI, EIP Instruction, Differentiation, Tutoring with 20-Day Funds 2. RTI, EIP Instruction, Differentiation, Tutoring with 20-Day Funds 3. NA 	<p>Pre/Post tests (local school assessments and SLO), SRI, DRA, SMI, Georgia Milestone Assessments, IOWA Lexile results</p>	<p>Administration, individual teachers, counselors</p>	<p>CTLS training (TTIS), 20 Day Funds, time for collaboration and planning</p>	<p>Using RI and MI, along with DRA for early primary, our school has provided direct RTI / EIP instruction through our interventionists, assigned students to LEXIA and Dream Box, and used Georgia Ready Milestones in Reading and Math for students enrolled in our Extended Day (20-Day) program.</p>	<p>M – Since there is no measure indicated to use to determine impact on priority focus, I used the DECREASE in the percentage of students who scored in the Basic and Below Basic categories on the BoY RI and MI.</p> <p>RI: BoY to EoY 1st – 25% Decrease 2nd – 42% Decrease 3rd – 19% Decrease *Only 5% NOT P/A 4th – 24% Decrease 5th – 13% Decrease *Only 4% NOT P/A</p> <p>MI: BoY to EoY 1st – 66% Decrease *Only 5% NOT P/A 2nd – 47% Decrease 3rd – 54% Decrease 4th – 76% Decrease 5th – 35% Decrease *Area of Focus is SWD.</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>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

<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>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 evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Use AdvancED parent surveys to identify areas for improvement and implement necessary actions, seek input from School Council, PTA, and Foundation</p>	<p>AdvancED surveys and administration</p>	<p>Administration</p>		<p>According to a March 2, 2017 email from Ehsan Kattoula, the district will not be using the AdvancED surveys for this school year and possible subsequent school year. Instead, using Georgia Climate Survey data.</p>	<p>NM/NA</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Provide varied opportunities for parents to receive training and information on how to actively engage in the classroom, including sponsoring programs such as Girls on the Run, Rise Up, and participation in Foundation and PTA committees.</p>	<p>Sign-in sheets, surveys, meeting minutes</p>	<p>Administration</p>	<p>Time</p>	<p>Through our PTA and Foundation, parents are actively involved as room representatives, volunteers, visitor desk coordinators, and other aspects of involvement. We do not offer any type of parent training but have many parents who sponsor programs.</p>	<p>M – A number of program through our HIGHLY active PTA and Foundation provide opportunities for parents to be involved. However, the staff is interested in providing parents with more tools to help their students at home, including STEM, Math Nights, etc.</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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <p>Continue to implement consistent and rigorous screening and interview process, support new teachers with in-house 'new teacher' meetings, aid teachers in gaining additional certifications</p>	<p>Measured by:</p> <p>TKES and staff retention rates</p>	<p>Owner(s):</p> <p>Administration</p>	<p>Resources Needed:</p> <p>Job fairs, competitive recruitment practices, continued early allotment process</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <p>TR participates in the district-mandated Job Fair and implement a democratic approach to selection of personnel. A team approach is used when a vacancy occurs. Our PROGRAMS strand is in the beginning stages of developing a TR Teacher Inducation Program for teachers new to the profession and to the school for next year.</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p> <p>M – All teachers hired for the upcoming school year are highly qualified.</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>	NA	NA	NA	NA	NA	NA
<p>Support local school teachers and leaders to improve retention rate. (IE²) (S)</p>	NA	NA	NA	NA	NA	NA

<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, new teacher induction and mentoring, teacher collaboration</p>	<p>TKES, CTLS data supporting student progress, PD Sign-In Sheets, Agenda Packets</p>	<p>Administration, mentors/</p>	<p>TKES, CTLS data supporting student progress</p>	<p>The school has used Half Day planning, Super Specials, PLC / Data Team meetings, STEM Innovation Academy, attendance at state professional development conferences, Faculty Learning Time as well as gifted endorsement courses as job-embedded professional growth.</p>	<p>M – Next year, TR will be developing and implementing a New Teacher Institute that provides teachers who are new to the profession or new to Cobb / TR with information on administrative expectations, as well as procedures.</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Mid-year conferences to plan professional learning, Walk-through data used to provide targeted feedback. Implementation of PLP when needed</p>	<p>TKES</p>	<p>Administration</p>	<p>TKES Electronic Platform, Time</p>	<p>Walk-Throughs and TKES evaluation data is used to determine areas of growth for teachers and will be more formally implemented next year when the PLG is added to the TKES platform.</p>	<p>M – Through our PLG process, teachers will be focused on areas of improvement in which to study to improve their overall performance.</p>