

## 2016-17 Cobb County School District Strategic Plan

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)					
<i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<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
<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>	Train teachers to use CTLS	CTLS Use	Administration	TTIS (already in place)	Trainings took place on: 7/28, 8/16, 9/13, 10/4, 11/8, 12/6, 1/3, 3/14	M
	Use RI and DRAs to collect lexile levels and concentrate on continued improvement	TKES ratings RI, SMI			Data meetings were held to review scores on: 8/26, 10/5, 1/4, 5/10 & 5/11	M
	Use SMI to monitor math progress and implement differentiated math instruction	Monitor lesson plans to determine the level of differentiation			Data meetings were held to review scores on: 8/26, 10/5, 1/4, 5/10 & 5/11	M
	Form writing groups in 4 <sup>th</sup> grade to enrich the writing process and advance results	Written pieces			Groups were formed and utilized on Mondays throughout the year.	M
<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>	Begin to use CTLS for assessment	CTLS	Innovation Specialists and TTIS	TTIS Innovation Specialist (already in place)	TTIS met with teams on the following dates: 7/28, 8/16, 9/13, 10/4, 11/8, 12/6, 1/3, 3/14	M
	Provide collaboration time for teachers to create formative assessments and use CTLS				Collaboration dates were: 7/29, 12/6, 1/4, 5/1	M

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Design professional development that is intentional and purposeful for reaching individualized goals and school-wide initiatives; analyze teacher self-assessment on TKES to include teacher-led small groups to align goals and focus on intentional and purposeful assessment and incorporation of technology</p>	<p>TKES ratings (2015-16 and self-assessment)  2016-17 TKES Mid-year and end-of-year ratings</p>	<p>Administration</p>	<p>N/A</p>	<p>PLC dates and topics included: 1/17, 1/24, 2/7, 2/14, 2/28, 3/7  TKES meetings were held in November and December for Mid-Year progress and April for end –of-year ratings.</p>	<p>M  M</p>
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue RTI and SPED strategies for those below grade levels  Identify 2-3 students in each classroom “not showing potential” and show growth within lexile levels</p>	<p>RI and DRA  Report card grades, assessment scores</p>	<p>Classroom teachers, SPED teachers and counselor</p>	<p>Read 180 training</p>	<p>Read 180 provided great gains for our lowest level readers (lexiles improved over 200 points on average); data meetings to discuss strategies on: 1/17, 1/24, 2/7, 2/14, 2/28, 3/7  Proficiency growth in advanced level for K-5 increased (K) – 33%, (1) – 21%, (2) – 42%, (3) – 25%, (4) – 32%, 24%  Students were identified and saved in data forms for administrative review and RTI strategies were discussed on: 11/1, 1/4, 3/21 (and as needed 1:1 with RTI coordinator)</p>	<p>M  M</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Use SMI to assess student performance levels and design differentiated lessons to address areas of weakness</p> <p>Implement conceptua in grades 3-5</p> <p>Continue universal math time and begin to utilize CTLS formative assessments</p> <p>Tutor under-achieving students in grades 3 &amp; 5</p>	<p>SMI</p> <p>Lesson plans</p> <p>CTLS formative assessments, lesson plans</p> <p>Data sheets kept by tutors when started</p>	<p>Classroom teachers, SLI</p>	<p>20-Day Funds</p>	<p>Grades increased on report cards on average of 5-6 students per 4<sup>th</sup> and 5<sup>th</sup> grade classroom; all students in the tutoring program passed Milestones.</p> <p>Universal math time was observed in all classrooms with the exception of three Kindergarten classrooms due to scheduling.</p>	<p>M</p> <p>M</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Continue RTI process and additional year process</p>	<p>RTI data</p>	<p>Administration Counselors</p>	<p>N/A</p>	<p>Weekly RTI meetings were held and additional year meetings were held with administration, teacher, counselor, and parents.</p>	<p>M</p>

<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	Continue STEM education and increase garden lessons that are aligned with standards	Garden lessons	Innovation Specialist	Garden supplies (PTA funded)	5 <sup>th</sup> grade teacher taught gardening lessons every Wednesday on a rotating schedule; all classrooms had at least three lessons.	M
	Continue technology integration that is purposeful and intentional; leading to student created artifacts	Technology assessments	Garden Instructor	Technology (Foundation funded)	STEM rubrics were used during lessons.	M
	Collaboration between Innovation Specialist and new teachers to help them understand how we use apps, websites, and programs to facilitate students in product creation (creating digital presentations to show understanding of content standards taught in the classroom)	Notes kept during meeting and lesson plans documented	Administration to monitor		Collaboration dates were: 7/29, 12/6, 1/4, 5/1	M
	Collaboration between individual teachers and the Innovation Specialist to strengthen the use of technology in the classroom	Lesson plans and briefings from Innovation Specialist at monthly Committee Meetings			Technology Committee meetings were held on: 8/23, 11/15, 3/28, 5/2 and redelivered the following week to all team members.	M
	Collaboration between the Innovation Specialist and teachers who are able to implement independently, but who may need new ideas/resources to get started (these would be teachers who are technologically proficient but just need new ideas to implement)	Coding, programming lessons through apps, websites, robots, drones				

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

<p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Expand the learning experiences in the Digital Classroom</p> <p>Complete the transformation of the Media Center to the Innovative Learning Commons (ILC)</p>	<p>Teacher lesson plans</p> <p>Technology assessments</p> <p>ILC progress</p>	<p>Administration and digital teachers</p> <p>Media Specialist</p>	<p>TBD (furniture, technology)</p>	<p>More product creation and student-led technology components were utilized.</p> <p>Innovative Learning Commons transformation is completed.</p>	<p>M</p> <p>M</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation (S)</li> </ol>	<ol style="list-style-type: none"> <li>Use 20-Day funding for tutors in grades 3-5 for targeted students; implement new reading adoption; continue Read 180</li> <li>Use SMI &amp; conceptua data to identify students who need tutoring through 20-Day funds</li> <li>Gather and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment</li> </ol>	<p>RI and DRA scores; Read 180 assessments</p> <p>SMI and Conceptua assessments</p> <p>RTI data collection and IEP goals and objectives</p>	<p>Administration</p> <p>Counselors</p> <p>Special Education team</p>	<p>20-Day Funds</p> <p>Special education funds</p>	<ol style="list-style-type: none"> <li>All students tutored and attended the Read 180 in 3<sup>rd</sup> grade passed Milestones in reading. All but two students passed reading in 5<sup>th</sup>.</li> <li>All students tutored in 5<sup>th</sup> grade passed the math.</li> <li>Goals and objectives were used to guide changes and make appropriate goals and objectives.</li> </ol>	<p>M</p> <p>M</p> <p>M</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><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Incorporate AC classes in 4<sup>th</sup> and 5<sup>th</sup> grades</p>	<p>AC Assessments</p>	<p>Administration and AC teachers</p>	<p>N/A</p>	<p>AC classes were implemented in 5<sup>th</sup> grade and continued in 4<sup>th</sup>.</p>	<p>M</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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (<u>Due June 30, 2017</u>)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>

<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Analyze parent surveys</p> <p>Continue involvement in monthly meetings with:</p> <p>PTA (accept input during the DASH fundraiser to raise enough funds to complete the Innovative Learning Commons and provide additional community education in areas identified as needs by the school counselors)</p> <p>Tritt Tiger Foundation by reviewing the production and instruction of the Computer Lab and Science Lab instructors; continued analyzation of the FAST (after school) programs</p> <p>School Council – year long goal TBD</p> <p>STEM Steering Committee with a new focus on extending the growth of our partners and reaching out to make parent/industry connections</p>	<p>Survey results</p> <p>Comments, reviews</p> <p>Survey results from the DASH and year-long input surveys</p> <p>Survey results and FAST program reviews</p> <p>Communication</p> <p>STEM Steering Committee minutes and partner meetings</p>	<p>CCSD</p>	<p>N/A</p>	<p>Administration analyzed the parent surveys and set appropriate professional goals.</p> <p>Administration attended monthly PTA meetings and collaborated on over 30 events.</p> <p>Administration attended monthly TTF meetings and collaborated on over 20 events.</p> <p>Principal met with the school council 5X and set a goal to expand on the variety of communication through the use of Twitter.</p> <p>STEM Steering Committee met 3X and continued to grow parent and partner in education relationships.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Involve parents in our “Kind is the New Cool” Campaign with the counseling department and Service Council</p> <p>Promote PTA Events that provide monthly opportunities for families to enjoy time together</p> <p>Participate in weekly CORE meetings to discuss students in need</p>	<p>Monthly activity</p> <p>PTA Board Meetings</p> <p>CORE Meetings</p> <p>Minutes kept during CORE meetings</p>	<p>Counselors</p> <p>Administration</p>	<p>N/A (donation driven)</p>	<p>Monthly drives were organized and executed by the counseling department.</p> <p>CORE team met Mondays to discuss more family involvement and student centered activities to promote well-being for the whole child.</p>	<p>M</p> <p>M</p>

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Continue Fireside Chats with the Principal	Comments/ reviews throughout the year	Administration	N/A	We decided not to continue these meetings, but instead welcomed 1:1 comments and questions in the form of email or meetings.	NM
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>						<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
	<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)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Seek to hire or help current teachers obtain additional certifications in gifted, special education, technology, science or math	Summative (whether they have them or are obtaining)	Administration CCSD HR & Certification	District support to communicate programs	Newly hired teachers were rated by what they earned and those that did not perform are not returning.	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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A		
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	N/A	N/A	N/A	N/A		



<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Develop a Staff Development calendar that ensures intentional and purposeful instruction and assessment through the implementation of CTLS and STEM assessments</p> <p>Read 180 Training</p>	<p>CTLS use and technology assessments</p> <p>Staff Development Calendar and noted participation</p>	<p>Administration Innovation Specialist</p>	<p>District support through experts</p>	<p>Staff Development calendar was completed and adjusted when needed (dates are mentioned throughout this plan).</p> <p>Special Education teacher was trained and met with Read 180 coach twice.</p>	<p>M</p> <p>M</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b>.</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>	<p>Participate in pre-conference and self-reflection with individual teachers; examine professional goal(s) and expand as needed for teachers in areas where they received 1's or 2's</p>	<p>TKES data</p>	<p>Administration</p>	<p>District support through Evaluation Office</p>	<p>All teachers and administrators participated in the mandated TKES meetings and requirements.</p>	<p>M</p>
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>	<p>Provide content and present STEM material during STEM Showcase Days</p> <p>Promote programs in the teacher leader endorsement, advanced degrees, and gifted certification</p>	<p>Feedback from participants</p> <p>Number of staff participating in programs</p>	<p>Administration and Innovation Specialist</p> <p>Tricia Patterson (to communicate to teachers)</p>	<p>Information from district officials</p>	<p>Three STEM Showcase Days were planned and executed.</p> <p>Three teachers completed the teacher leader endorsement, four completed the gifted endorsement, and two completed advanced degrees.</p>	<p>M</p> <p>M</p>