

2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLs for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Grade Levels teams will meet twice a week (160 min.) to plan instruction and common assessments based on both formative and summative student data. Teachers will collaborate to analyze student data and to share ideas and strategies.</p>	<p>Observations Participation in meetings TKES ratings</p>	<p>Administration as assigned by grade level.</p>	N/A	<p>Grade level teams met twice a week to collaborate over assessment data. This is also supported by individual TKES ratings.</p>	M
<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>Grade levels as well as support staff will develop formative assessments using a variety of resources including CTLs. Instruction will be adjusted based on data analysis.</p>	<p>Observations Participation in meetings TKES ratings</p>	<p>Administration as assigned by grade level.</p>	N/A	<p>Based on observations of team meetings as well as TKES ratings grade levels consistently developed a variety of assessments and monitored student progress</p>	M
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Differentiate professional development based on content area or grade level to meet the specific needs of the teacher or student group.</p>	<p>Teacher feedback Surveys Evaluations Student data</p>	<p>Administration Academic Coach Building Leadership Team</p>	N/A	<p>Conducted Orton Gillingham (REAP) training phonemic awareness strategies and our academic and tech coach conducted quarterly team specific STEM Problem Based Learning strategies.</p>	M

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Analyze student reading data to adjust instruction. Strategies and plans in the following areas: RTI EIP ESOL IEP Before and after school tutoring</p>	<p>Reading Inventory (universal screener)</p>	<p>Grade Level Teacher READ 180 Teacher ESOL Teachers Special Education Teachers Tutors</p>	<p>NA</p>	<p>K – N/A 1 – N/A 2 – 27% growth 3 – 11% growth 4 – 20.3% growth 5 – 19% growth</p>	<p>IP</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>Analyze student math data adjust instruction. Strategies and plans in the following areas: RTI EIP ESOL IEP Before and after school tutoring</p>	<p>Math Inventory (Universal screener)</p>	<p>Grade Level Teacher Teacher ESOL Teachers Special Education Teachers Math Lab Teachers Tutors</p>	<p>NA</p>	<p>K – 47.6% growth 1 – 40.1% growth 2 – 28.5% growth 3 – 21.5% growth 4 – 32.7 % growth 5 – 19.7% growth</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Identify students that are below grade level in math and reading. Strategies and plans in the following areas: RTI EIP ESOL IEP GKIDS Before and after school tutoring</p>	<p>Report Card Grades Math and Reading Inventory Specific interventions.</p>	<p>Grade Level Teacher Teacher ESOL Teachers Special Education Teachers Math Lab Teachers Tutors Administration Counselors</p>	<p>NA</p>	<p>RI basic or above K – 71% 1 – 75% 2 – 80 % 3 – 74% 4 – 70% 5 – 74% MI – basic or above K – 86 % 1 – 81% 2 – 74% 3 – 64% 4 – 58% 5 – 55%</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue STEM certification process.</p>	<p>Observations STEM rubrics</p>	<p>All Teachers and Administration</p>	<p>NA</p>	<p>Achieved AdvancED STEM certification May 2017. Now working on State STEM certification.</p>	<p>M</p>

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

<p>District Focus Priorities 2016-2019</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>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>*Continue Gender Based Classrooms in grades 4 and 5. *Continue to offer a variety of content based classed during Core X time. *Continue to implement STEM lessons. *Continue to implement digital classrooms.</p>	<p>Student achievement data Surveys Rubrics.</p>	<p>Teachers Administration STEM committee</p>	<p>NA</p>	<p>*Based on student achievement data will no longer implement gender based learning. *Student data reports a continued need for expanded Core X courses * Will continue quarterly STEM days with PBL</p>	<p>IP</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 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>	<p>1. Plans, goals and strategies from EIP, ESOL, IEP. 2. System 44, READ 180, IREAD 3. Tutors from various sources.</p>	<p>Formative and summative assessments. RI and MI given 3 times per year. Data and minutes from IEP, RTI, and ESOL meetings.</p>	<p>All teachers and staff.</p>	<p>Title I funds 20-day funds</p>	<p>Please refer to board goal #1 indicators 6 and 7 for data.</p>	<p>IP</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	
Other: (Priorities specific to school, division, or area. Can be multiple.)	Obtain state STEM certification in 2017.	Observation Rubric	All Teachers	NA	Achieved AdvancED certification May 2017. Currently working towards State STEM cert.	IP

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

<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 evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <ol style="list-style-type: none"> 1. Title I Meetings for all stakeholders. 2. PTA advisory board and meetings 3. School Counsel meetings 4. Brumby Foundation meetings 5. Parent Surveys 6. Title I Surveys 7. Curriculum parent nights 	<p>Measured by:</p> <p>Observations and notes form various meetings. Survey results</p>	<p>Owner(s):</p> <p>All Stakeholders</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <p>Parent turnout and feedback from Title I meetings, curriculum, Brumby parent connection classes, and parent survey were all very positive and well received. Parents are requesting more opportunities for learning.</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p> <p>IP</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<ol style="list-style-type: none"> 1. Initiate Brumby Parent Connection Class during the day based on needs assessment from Title I parent survey feedback. 2. Initiate the Brumby Parent Connection class –night time and provide child care. 3. Curriculum/Engineering Night for parents and families 4. Conference Week and Quarterly curriculum support 	<p>Ongoing assessments from parent classes and feedback surveys. Teacher conference feedback on student goals.</p>	<p>ALL Stakeholders</p>	<p>Use of Title I parent resource fund to pay Highly qualified teacher for BPC class.</p>	<p>The Brumby Parent Connection classes ran weekly and were highly successful. This has now grown to a collaborative effort with the Cobb Adult Education Center where we will be initiating ABE/GED and English classes at Brumby for 17-18.</p>	<p>IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Terrell Mill Community Association Powers Ferry Corridor Plan Community Meetings about new school Civic and Religious Partners Business Partners</p>	<p>Discussion Notes Surveys Rubrics</p>	<p>All Stakeholders</p>	<p>NA</p>	<p>Continuing to move forward with transition to new school. Continuing to conduct, house, and participate in a variety of community meetings.</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><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>					
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Seek to hire the most qualified teachers in all subject areas. Teachers are interviewed by a variety of groups including APs, grade level teachers, and team leaders. We use a specific list of questions to fit the position needed.</p>	<p>Certifications TKES Scores GPA</p>	<p>Administration Coaches Teachers BLT members</p>	<p>NA</p>	<p>All of our teachers are highly qualified</p>	<p>M</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>Teachers will attend training throughout the school year as needed to discuss strategies, assessments, and student progress monitoring.</p>	<p>CTLS Observations Notes from meetings</p>	<p>Academic Coaches Administration Teachers CTLS trainers</p>	<p>N/A</p>	<p>Teachers work in PLC's weekly for collaboration on instruction and student progress monitoring.</p>	<p>IP</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>	

Use results of TKES and LKES to improve professional performance (IE ²)	Individual teachers and administrators will be given professional learning opportunities based on need.	TKES and LKES	All Teachers and administrators	NA	When areas of need are identified teachers are assigned to our academic coaches for assistance.	IP
Other: (Specific to school, division, or area. Can be more than one.)						