

2016-17 Cobb County School District Strategic Plan

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

| <p align="center"><i>District Focus Priorities 2016-2019</i></p> <p align="center"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p> | <p align="center">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p> | | | | | |
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| | <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">Resource s Needed:</p> | <p align="center">Results Of Key Actions: (Due June 30, 2017)</p> | <p align="center"><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p> |
| <p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p> | <p align="center">N/A</p> | <p align="center">N/A</p> | <p align="center">N/A</p> | <p align="center">N/A</p> | <p align="center">N/A</p> | <p align="center">N/A</p> |
| <p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p> | <p>1. Collaborate weekly during curriculum meetings to design, adjust, and collaborate in instruction.</p> <p>2. Collaborate in bi-weekly data meetings to monitor progress in language arts and math.</p> | <p>1. Formative assessments in language arts and math</p> <p>2. SRI and SMI assessments; TenMarks math assessments; DRA/Running Records</p> | <p>1. Academic Coach and teachers</p> <p>2. Academic Coach and teachers</p> | <p>1. Curriculum maps</p> <p>2. Curriculum maps</p> | <p>1. Students made consistent gains in math and reading based on the common assessments discussed in weekly collaboration meetings.</p> <p>2. The bi-weekly data meetings indicated that at least 83% of students met their goals in language arts and 86% met their goals in math.</p> | <p align="center">M</p> |

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| <p><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></p> | <ul style="list-style-type: none"> • Design student assessments that align with the curriculum maps during the weekly curriculum meetings with the academic coach to monitor student progress | <ul style="list-style-type: none"> • Formative common assessments in core academic areas | <ul style="list-style-type: none"> • Academic coach and teachers | <ul style="list-style-type: none"> • Common Core Standards and Curriculum Maps | <ul style="list-style-type: none"> • Teachers and the academic coach met to create assessments in TenMarks math and create constructed response passages to align with language arts and math standards. These assessments were used for the data team process. | <p>M</p> |
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| <p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p> | <ol style="list-style-type: none"> 1. Conduct trainings to develop increased opportunities for writing throughout the curriculum and training on the new literacy adoption. 2. Unpack standards in weekly curriculum meetings 3. Train teachers on specific college and career lessons. Students rotate to each teacher on the grade level to participate in lessons aligned with college and career standards. 4. Implement I-Station and i-Read professional development throughout the year to keep teachers abreast of new teaching strategies and program changes | <ol style="list-style-type: none"> 1. Formative common assessments; Quarterly writing prompts 2. Monitor lesson planning in OnCourse 3. College and Career Readiness lessons provided by DOE 4. EOG assessments | <ol style="list-style-type: none"> 1. Academic coach 2. Teachers 3. Counselors 4. I-Read and I-Station trainers | <ol style="list-style-type: none"> 1. Common Core Standards 2. Quarterly writing prompts 3. College and Career Readiness lessons 4. Licenses to access reading programs | <ol style="list-style-type: none"> 1. There is a need for additional trainings on the new Benchmark literacy adoption. In-depth training in Units of Study is needed for the 2017-2018 school year. 2. Teachers are successful with unpacking the literacy and math standards with the academic coach during weekly curriculum meetings. 3. Teachers in K-5 were sufficiently trained on college and career lessons that were implemented at the end of the school year. 4. Professional development was provided twice this school year from representatives from I-Station and Houghton Mifflin. | <p>IP</p> |
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| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p> | <ol style="list-style-type: none"> 1. Implement I-Read and I-Station reading with fidelity in conjunction with targeted reading instruction. 2. Monitor teachers' proper use of the new literacy adoption 3. Monitor students' reading progress and discuss Lexile progress during data meetings | <ol style="list-style-type: none"> 1. Formative common assessments in writing and reading 2. DRA assessments; Running records 3. STAR assessments | <ol style="list-style-type: none"> 1. Academic Coach 2. Administrators 3. Media Specialist | <ol style="list-style-type: none"> 1. DRA Assessments ; A minimum of 5 working computers in each classroom 2. ELA adoption materials 3. I-Read program; I-station program | <ol style="list-style-type: none"> 1. The majority of teachers used I-Station and I-Read with fidelity along with targeted reading instruction. 2. Although many teachers attempted to utilize the new literacy adoption, more training is needed. 3. Students' reading progress and lexiles levels were consistently discussed and monitored throughout the school year. | <p>IP</p> |
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| <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> | <ol style="list-style-type: none"> 1. Meet bi-weekly to unpack math standards and collaborate on specific math strategies aligned to standards 2. Provide weekly problem solving activities by the academic coach 3. Provide weekly constructed responses aligned with standards 4. Implement instructional strategies included in the "My Math" series to differentiate instruction. | <ol style="list-style-type: none"> 1. Formative common assessments in math 2. Constructed response check-ups 3. Math problem solving assessments 4. Formative common assessments in math | <ol style="list-style-type: none"> 1. Academic Coach 2. Academic Coach 3. Academic Coach 4. Teachers | <ol style="list-style-type: none"> 1. Common Core Standards 2. Math Curriculum Map 3. Common Core Standards 4. "My Math" textbook | <ol style="list-style-type: none"> 1. Math standards were unpacked and math standards were specifically aligned with math strategies weekly. 2. Friday math problem solvers were provided weekly for students. 3. Constructed responses in math were provided and utilized weekly. 4. Instructional strategies were provided in weekly math collaboration meetings, however all strategies did not particularly align with the "My Math" textbook series. | <p>IP</p> |
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| <p><i>7. Increase number of students academically completing every grade.(S)</i></p> | <ol style="list-style-type: none"> 1. Monitor students with deficits beginning the first nine week period and develop specific goals in each core area 2. Schedule meetings with parents to discuss and design a plan to meet the student's goals | <ol style="list-style-type: none"> 1. Formative common assessments; SRI; SMI; EOG assessments 2. Formative common assessments; SRI; SMI; EOG assessments | <ol style="list-style-type: none"> 1. Academic coach; Administrators; Teachers; Counselors 2. Academic coach; Administrators; Teachers; Counselors | <ol style="list-style-type: none"> 1. Data sheets to monitor progress of students 2. Data sheets to monitor progress of students | <ol style="list-style-type: none"> 1. Students' deficits are identified in data meetings and goals are developed based on their needs. 2. More communication with parents is needed to successfully meet this goal. | <p>IP</p> |
| <p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p> | <ol style="list-style-type: none"> 1. Increase collaboration between classroom inclusion teachers and SPED teachers 2. Promote progress monitoring in collaboration with the Special Student Services Administrator | <ol style="list-style-type: none"> 1. Formative common assessments 2. EOG assessments | <ol style="list-style-type: none"> 1. Teachers; Special Student Services Administrator 2. Teachers; Special Student Services Administrator | <ol style="list-style-type: none"> 1. Title I release funds for sub coverage 2. Title I release funds for sub coverage | <ol style="list-style-type: none"> 1. Although collaboration between regular education and SPED teachers has increased, scheduling conflicts related to large caseloads have inhibited consistent collaboration. 2. Due to the SSA's split between two schools and scheduling conflicts, progress monitoring proved to be very difficult. | <p>IP</p> |

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

| <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>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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p> | <p>1. Utilize the new STEM Lab to increase students' creativity and problem solving abilities</p> <p>2. Teach advanced math pull-out groups</p> | <p>1. STEM Lab assessments and projects</p> <p>2. project-based assessments</p> | <p>1. STEM Lab Instructor</p> <p>2. Title I Math Teacher</p> | <p>1. Various materials for STEM Lab projects</p> <p>2. Traditional math resources</p> | <p>1. Students learn to code and problem solve using various teaching techniques in the STEM Lab.</p> <p>2. Students in the Advanced Math Program effectively carried out 3 project based assignments involving coding in SCRATCH, presenting on stock market purchases, and designing math lessons in the iMovie Application.</p> | <p>M</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>N/A</p> |

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| <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. Target during school tutorial for phonics and reading instruction; Saturday reading program; I-Station home access. 2. Target small-group math instruction using various math strategies; at home TenMarks and Fast Math computer programs 3. Target during small-group school instruction and Saturday School to implement additional reading and math strategies | <ol style="list-style-type: none"> 1. SRI, iStation, common formative assessments; STAR assessments 2. TenMarks reports; FastMath reports 3. DRA assessments; I-Station reports | <ol style="list-style-type: none"> 1. Certified tutors 2. Certified tutors 3. Certified Tutors | <ol style="list-style-type: none"> 1. 20-Day funds; Title I funds; Certified tutors 2. 20-Day funds; Title I funds; Certified tutors 3. 20-Day funds; Title I funds; Certified tutors | <p>All tutorial programs indicated growth on post assessments used for tutorial purposes.</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>N/A</p> |
| <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | | | | | | |

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

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| <p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p> | <p>See Title I Plan</p> | <p>See Title I Plan</p> | <p>See Title I Plan</p> | <p>See Title I Plan</p> | <p>With the input of stakeholders, valuable information was successfully added to the Title I Plan.</p> | <p>M</p> |
| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p> | <p>The Achievement Club takes a small group of parents (15-20) and helps them to identify goals. Each goal is broken into measurable, achievable steps and for each step accomplished, they will receive \$10 from the United Way. Families can earn up to \$100 per month, just by achieving their goals. Some program guidelines to note: goals must be in the area of education, income and/or health.</p> | <p>The number of families that participate in the Achievement Club as well as the amount of money families earn by achieving their goals.</p> | <p>Parent Facilitator</p> | <p>None – All resources provided by United Way</p> | <p>As a result of the Achievement Club, a total of 7 out of 22 families received monetary gifts for meeting their goals.</p> | <p>IP</p> |
| <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</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> | | | | | |
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| <p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p> | <p>1. Evaluate candidates credentials thoroughly and their sense of passion for working with students as teachers demonstrate an actual classroom lesson</p> | <p>1. A final evaluation of prospective employees lesson demonstration</p> | <p>1. School administrators</p> | <p>N/A</p> | <p>1. Three teachers were hired based on their abilities to effectively teach a lesson before they were hired.</p> | <p>IP</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>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>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>1 Meet weekly to unpack standards, design formative assessments, and discuss strategies related to the standards 2 Focus on student progress monitoring in bi-weekly data meetings</p> | <p>1. Progress monitoring data in data room 2. Progress monitoring data in data room</p> | <p>1 School administrators; Academic Coach; Teachers 2 Progress monitoring data in data room</p> | <p>1. Common Core Standards 2. Common formative assessments</p> | <p>1. Teachers successfully met weekly for curriculum meetings. 2. Bi-weekly data meetings were effectively used to monitor student progress.</p> | <p>M</p> |

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| Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) . | N/A | N/A | N/A | N/A | N/A | N/A |
| Use results of TKES and LKES to improve professional performance (IE²) | <ol style="list-style-type: none"> 1. Meet with teachers to discuss goals related to their TKES areas of weakness 2. Align Professional development opportunities to TKES areas of concern | <ol style="list-style-type: none"> 1. Formative and summative feedback from TKES 2. Bi-weekly team meetings | <ol style="list-style-type: none"> 1. School Administrators; Academic coach 2. Academic Coach | <ol style="list-style-type: none"> 1. TKES evaluations 2. TKES evaluations; needs assessments completed by teachers | <ol style="list-style-type: none"> 1. Administrator s met with teachers and grade level teams to set goals related to TKES. 2. Professional development opportunities were offered to address areas of concern. | M |
| Other: (Specific to school, division, or area. Can be more than one.) | | | | | | |