

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)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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)	<i>Focus Priority Status: 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)	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)	<p>Implement guided reading and math instruction with the use of data collected and analyzed from CTLS</p> <p>Implement readers' workshop daily based on data team collaboration and data analyzed from RI and DRA student Lexile levels.</p> <p>Provide focused math instruction, keeping students' needs in mind and SMI quantile measurement levels.</p>	<p>CTLS</p> <p>RI, SMI</p> <p>Teacher Lesson Plans</p> <p>TKES Walkthroughs and Observations</p>	<p>Administration</p> <p>Teachers</p> <p>Academic Coaches</p>	TTIS		
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)	Conduct the data team process to gauge math and reading progress through assessments derived from CTLS.	CTLS	Classroom Teachers Administration	TTIS		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	<p>Develop job-embedded professional learning sessions that are differentiated based on staff needs.</p> <p>Incorporate sessions specifically for new teachers to assist with local school norms and best practices of instruction.</p>	<p>Needs Assessment</p> <p>PL Agenda</p> <p>New Teacher PL Agenda</p>	<p>Academic Coaches</p> <p>Administration</p>	N/A		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Identify students not reading on grade level based on quarterly RI assessment. Implement prescriptive strategies to improve vocabulary skills and move students forward along the Lexile band.</p> <p>Implement differentiated targeted approach constructed response strategies in grades 2-5.</p> <p>Provide struggling readers with in-school and after school tutoring.</p>	<p>RI, CTLS, DRA</p> <p>Lesson Plans</p> <p>Tutoring Roster</p>	<p>Classroom Teachers</p> <p>Academic Coaches</p> <p>Administration</p>	<p>TTIS</p> <p>Funding for Tutoring</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>Identify students functioning on grade level in operations, measurement, and geometry. Implement prescriptive strategies to improve math skills based on previous Milestone and baseline SMI scores.</p> <p>Implement differentiated guided math on a daily basis.</p>	<p>RI, CTLS, DRA</p> <p>Lesson Plans</p>	<p>Classroom Teachers</p> <p>Academic Coaches</p> <p>Administration</p>	<p>TTIS</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process with fidelity. Flag students early.</p>	<p>RTI Data Portal</p>	<p>Administration</p> <p>Classroom Teachers</p> <p>Counselors</p>	<p>N/A</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue implementation of co-teaching with ESOL and Special Education population.</p>	<p>TKES Walkthroughs and Observations</p>	<p>Administration</p> <p>Classroom Teachers</p>	<p>N/A</p>		

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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>Implement PBIS framework using specific guidelines for expectations based on the needs of the school.</p>	<p>PBIS Action Plan Team Agenda</p>	<p>PBIS Team</p>	<p>PBIS District Coordinator</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. Identify students not reading on grade level and use extend-day tutoring funds to tutor students in grades 3-5; implement System 44 and Read 180. 2. Use CTLS and SMI data to identify students needed tutoring. 3. Implement RTI strategies with fidelity</p>	<p>CTLS RI, SMI Teacher Lesson Plans TKES Walkthroughs and Observations</p>	<p>Administration Teachers Academic Coaches</p>	<p>TTIS</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>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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 <u>(Due September 1, 2016)</u></p>					<p><u>Focus Priority Status:</u> 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>(Due June 30, 2017)</u></p>	
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Increase parent communication and family engagement through frequent, two-way electronic communication from the school, and from frequent communication about student's progress from teachers.</p> <p>Provide Math Mania and Literacy sessions at different times throughout the school year to determine family preferences.</p> <p>Conduct local School Council Meetings to gain input from stakeholders</p>	<p>Local School Blog</p> <p>Teach Communication Log</p> <p>Session Agenda</p> <p>Parent Survey</p> <p>Meeting Agenda</p>	<p>Local Classroom Teacher</p> <p>Administration</p>	<p>Title 1 Funding for session supplies</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Increase parental involvement with the PTA through local monthly events.</p> <p>Implement local student/teacher mentoring connections.</p>	<p>Local Calendar of Events</p> <p>Mentoring Activities and Calendar</p>	<p>Local Classroom Teacher</p> <p>Administration</p> <p>Counselors</p>	<p>PTA Funds</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE², 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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Develop a profile for qualifications of effective teachers based on the needs of students.	TKES Evaluation Data	Administration	N/A		
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. (IE ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	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. (AD)</p>	<p>Discuss standards weekly during first ten minutes of collaboration (ELA and Math)</p> <p>Quarterly ½ day collaboration sessions to discuss standards, assessments, student progress and teaching techniques</p> <p>Quarterly new teacher trainings based needs assessment</p> <p>Monthly new teacher trainings after school based on needs assessments</p> <p>Collaboration on use of iRespond and CTLS to analyze current data</p> <p>Online professional development based on staff needs</p>	<p>Collaboration agenda</p> <p>Walkthroughs, classroom data sheets</p> <p>walkthroughs</p> <p>CTLS</p> <p>Participant reflections</p>	<p>Administration / SSA</p> <p>Administration /Academic Coaches</p> <p>Academic Coaches</p> <p>Academic Coaches</p> <p>Academic Coaches</p>	<p>N/A</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>Conduct pre-conference and self-assessment activities with teacher groups to examine previous performance and areas of growth.</p> <p>Align professional development sessions with TKES performance data.</p>	<p>TKES</p>	<p>Administration</p>	<p>N/A</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						