

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 <u>(Due September 1, 2016)</u></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: <u>(Due June 30, 2017)</u></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>	<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>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Examine data in PLC collaborative groups and adjust instruction.</p>	<p>Formative and summative assessment data</p>	<p>All faculty</p>	<p>Assessment data, common planning</p>	<p>PLCs met on a weekly basis and examined data and adjusted instruction as needed.</p>	<p>Met</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>Create and utilize formative and summative assessments (SLO, EOC, Touchstones, SRI/SMI, diagnostics, pre/post tests). Differentiate instruction based on level of student performance.</p>	<p>Formative and summative assessment data</p>	<p>All faculty</p>	<p>Assessment data</p>	<p>Created and utilized formative and summative assessments. Instruction was differentiated.</p>	<p>Met</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Implement professional learning through multiple sessions and resources, accommodating each teacher's needs: CTLS, data collection and analysis, probing, I-Respond, STEM, Co-teaching.</p>	<p>Identified professional learning needs from teacher feedback and school initiatives</p>	<p>All faculty</p>	<p>County support, training days, space, and other resources</p>	<p>Teachers in core subjects were trained in CTLS. Other training opportunities were held in the following areas: STEM, data collection and analysis, probing, I-Respond, and co-teaching.</p>	<p>Met</p>
<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>SRI given to all 9th graders. Special education students below grade level will participate in Read 180 through Hoya Block tutoring. Regular education students below grade level will be referred for RTI strategies and specific Hoya Block offerings.</p>	<p>SRI</p>	<p>Designated faculty</p>	<p>SRI Hoya Block RTI Team</p>	<p>SRI was given to all 9th graders. Special education students below grade level participated in Read 180. Below grade level regular ed. students received extended learning, Hoya Block tutorials, and referred to RTI as needed.</p>	<p>Met</p>

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	SMI given to all 9 th graders. Use Touchstones and other benchmarks to measure progress and prepare for the EOC. Peer tutoring through Mu Alpha Theta and mentors. Hoya Block offerings, EOC boot camps.	SMI, Touchstones, Other benchmarks	Designated faculty, Peer tutors	SMI, Touchstones, Other benchmarks, Hoya Block, Bootcamps	SMI was given to all 9 th graders. Touchstones were utilized through CTLs and common assessments to prepare for the EOC. Identified students received: peer tutoring, Hoya Block tutorials, EOC boot camps, and extended learning.	Met
7. Increase number of students academically completing every grade. (S)	Provide Hoya Block offerings specific to student needs, extended learning, mid-year promotions, exam exemption incentive (tied to grade of 80 or better).	CCRPI data, Pass/Fail rate, Promotion rate, RTI data, Exam exemption rate	All faculty	Hoya Block, Extended Learning, Exam exemption policy	Teachers strategically placed students in Hoya Block courses for acceleration and interventions as needed. Extended learning was also continued this past year.	IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	Increase number of juniors taking the PSAT, integration of PSAT/SAT/ACT strategies in all classes, encourage pathway completion.	Number of juniors registered for the PSAT, number of pathway completers.	All faculty	PSAT registration and advertising, faculty training regarding strategies	Hoya Block courses for EOP completion and SAT Prep. Teachers did introduce PSAT/SAT/ACT strategies in classes and counselors targeted students with PSAT math needs.	IP

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						Focus Priority Status: NM = Not Met IP = In Progress M = Met
Focus Priorities: (Based on priorities identified by IE ² , 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)		
Identify local school innovations through system flexibility to increase student achievement. (IE²)	Establish IE2 courses based on student interest. Institute Hoya Block for additional instruction and continue extended learning tutoring opportunities.	Registration data	All faculty	Classroom space, supplies	Humanities course, Hoya Block, and extended learning was implemented.	Met	

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
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)	<ol style="list-style-type: none"> Utilize differentiation: Hoya Block assignments based on student needs (remedial, on-level, extension); extended learning; co-teaching strategies; using data from PLCs to customize learning strategies. Review data and remediate as needed. Tutor remedial students, continue Special Education services and RTI interventions. 	Results of SRI and SMI, Lexile Levels, EOC/SLO scores, Touchstone data, formative and summative assessments.	All faculty	Hoya Block, Extended Learning, 20-day funding	<ol style="list-style-type: none"> Differentiation took place as noted from examples in key actions. PLC groups met weekly and reviewed data and offered interventions as needed. Extended Learning, Special Education services, and RTI took place regularly. 	Met
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.)	Offer Foundations of Algebra, Geometry Support, Algebra 2 Support, Read 180. Assess AP Potential/COGAT data to increase students' course rigor. Assess student survey data (AdvEd).	EOC data, course grades, AP Potential data, survey data.	Designated faculty	Support classes, Read 180 program, access to data	Support courses were all offered, Read 180 took place via Hoya Block, and AP Potential was utilized, and all survey data was analyzed.	Met

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

<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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Utilize survey data to improve local school processes. Surveys indicated that parents and students would like to have more input in decision making. Each class will be represented on the School Council. Parents will be invited to future SSP meetings.</p>	<p>Survey results</p>	<p>Students, parents, community, School Council, PTSA, Partners in Education</p>	<p>Various and appropriate surveys</p>	<p>Survey data was analyzed, each grade was represented on the School Council. Parents were invited to SSP meetings.</p>	<p>Met</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Class Meetings Parent Meetings 8th Grade Transition Activities College Panel Hoya Hello Hoya Challenge CTAE Spotlight Evening Advisement PSAT Night</p>	<p>Participation rates</p>	<p>Faculty, students, parents, community</p>	<p>Time and space, participation of stakeholders</p>	<p>All activities under key actions took place.</p>	<p>Met</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue PTSA and School Council processes. Continue School Counseling Advisory Board. Continue student leadership opportunities through: Student Council, Chick-fil-A Leader Academy, RISE, Student of the Day. Continue community outreach: canned food drives, Relay for Life, Children's Miracle Network.</p>	<p>Participation rates, meeting agendas/minutes</p>	<p>All stakeholders</p>	<p>Time and space for meetings, participation of stakeholders, faculty support</p>	<p>All activities and programs under key actions took place with student participation.</p>	<p>Met</p>

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

Focus Priorities: (Based on priorities identified by IE ² , 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)	Participate in Cobb County School District annual job fair. Encourage teachers to get gifted endorsement and AP certification. New teacher mentoring program.	Teachers hired, certifications held, teacher mentoring activities.	Administrators CCSD HR New teachers Interested faculty	District support	Activities under key actions took place.	Met
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	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Common Planning. Support additional teacher certification and training. Provide professional learning opportunities and resources. (CTLs, FFAS, co-teaching strategies, data collection and analysis, probing quantiles, I-Respond, STEM.	PLC participation, certifications, training opportunities	All faculty	Common planning, funding for training	Core teachers have common planning. PL opportunities and resources were given to teachers on a continual basis.	Met
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE ²)	Focus on standards in need of improvement.	TKES data	All faculty	TKES data, professional learning, possible district support	PLC groups aligned standards, analyzed student data and adjusted instruction as needed for curriculum pacing.	Met

<p>Other: (Specific to school, division, or area. Can be more than one.)</p>	<p>Support and retain teachers through motivation and recognition. (Teacher of the Month, weekly e-mail recognition, monthly faculty celebrations, faculty tailgates, Super Bowl Chili Cook-off, dress up/dress down days, holiday and various luncheons.)</p>	<p>Teacher engagement and involvement</p>	<p>All faculty</p>	<p>Financial support for incentives and gifts</p>	<p>All activities listed under key actions took place.</p>	<p>Met</p>
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