

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 Focus Priorities: <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					Focus Priority Status: NM = Not Met IP = In Progress M = Met
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: <u>(Due June 30, 2017)</u>	Focus Priority Status:
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)	PLC common planning PLC Planning Document (data analysis instructional plan) Continued use of CTLS	Walkthrough data Monitor PLC planning documents	Administration, Teachers, Counselors	CTLS One Drive iRespond	Most all departments were using the planning documents and monitoring data through CTLS. Will continue to implement PLCs next school year with additional training to staff and administration.	IP
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)	Provide release time for teachers to upload assessments to CTLS PLC common assessments including Touchstones or gathered from CTLS	CTLS data, iRespond data, PLC common assessments	Administration, Teachers, Counselors	CTLS	Teachers were given time during the year. In addition, they were provided training and had additional support during release time. Will need to continue with PLC process and CTLS submissions and data review.	IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Continue ongoing professional development for PLCs in the use of CTLS and incorporate professional learning on DBQs and Quadrant D activities	Engagement Strategies, CTLS data analysis, rigor in the classroom	Administration, Teachers, Counselors	CTLS	Teachers were introduced to DBQs and Quadrant D activities during professional learning. Teachers began using more PBL and DBQs throughout the year as monitored by observations and lesson plans.	M

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Use READ180 and Scholastic Reader Inventory (SRI) as a measure for student ability in order to increase classroom reading across the curriculum activities which can be based on Lexiles</p>	<p>SAM Reports SRI, Newsela (lexile differentiation), Pass Rates, PLC common assessments, CTLS</p>	<p>Administration, Teachers, Counselors</p>	<p>READ180, Scholastic Achievement Manager (SAM), Newsela</p>	<p>Based on the data used for this measure the SRI scores increased. However the data was not complete and will need to be looked at again once all data is received. Will continue with this goal over the next year with more emphasis on the data.</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>Use Scholastic Mathematic Inventory (SMI) as a measure for student ability in order to increase classroom mathematical skills. Students scheduled for Gradpoint, Foundations of Algebra to provide support. LASSO, LEAP tutoring for students identified as struggling in math</p>	<p>SMI, SAM reports, Pass Rates, PLC common assessments, CTLS</p>	<p>Administration, Teachers, Counselors</p>	<p>Universal Screener, SAM</p>	<p>Based on the data used for this measure the SMI scores increased. However the data was not complete and will need to be looked at again once all data is received. Will continue with this goal over the next year with more emphasis on the data.</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Students assigned to Gradpoint, LASSO and AVID who are identified by administration, counselors as at-risk</p>	<p>Increase pass rate for every grade level, decrease failure rate</p>	<p>Administration, Teachers, Counselors</p>	<p>None</p>	<p>There was an increase in students participating in Gradpoint and being successful with the program. Based on informal student and parent feedback, we will modify Gradpoint assignments and monitor students to continue to increase pass rate.</p>	<p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	Project 1600 SAT Prep, LASSO SAT Prep, AVID, LEAP tutoring	PSAT data, SAT data	AVID teachers, Project 1600 teachers, Administration, Teachers, Counselors	SAT Prep materials	Students were placed in AVID programs as well as project 1600 based on their performance in eighth grade, on the PSAT, and overall performance in courses. However, we want to continue to identify students for the AVID program and increase students participation in specific LEAP and LASSO classes.	IP
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Board Goal 2: Differentiate resources for students based on needs.

<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>Focus Priority Status: 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: (Due June 30, 2017)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>LASSO (remediation, credit recovery, enrichment, AP study groups) AVID SAT Prep offered during LASSO for 11th graders based on PSAT results Newsela site for differentiated lexile levels</p>	<p>Pass rates, PLC data reports, progress reports PLC common Formative Summative assessments, Formative (PSAT results)</p>	<p>Administration Teachers Counselors</p>	<p>Newsela, SAT Prep materials</p>	<p>Pass rates did increase, however we would like to see a higher pass rate with all students, mainly freshmen.</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 2015 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)</p>	<p>1. READ180/SRI/PLC data 2. SMI/Algebra Support/PLC data 3. LASSO/LEAP/Gradpoint</p>	<p>Data reports from SRI/SMI, PLCs and Gradpoint</p>	<p>Teachers, Counselors</p>	<p>READ180, Newsela, Gradpoint</p>	<p>Pass rates did increase, however we would like to see a higher pass rate with all students, mainly freshmen.</p>	<p>IP</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>	

Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue operation of PLCs and the use of CTLs. Incorporate DBQs and Quadrant D activities in all subject areas.	PLC planning documents	Administration, Teachers	CTLs	There was an increase in the use of DBQs, and Quadrant D activities. PLCs and CTLs need to be implemented and monitored with more specific targets. In addition, staff will need more training on PLCs.	IP
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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
	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 Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)						
Seek and evaluate stakeholder input for critical processes. (AdvED)	Administer surveys Surveys offered after parent meetings, academic nights, classroom guidance, registration, etc Increase number of surveys returned (utilize call out, school newsletter, PTSA)	Survey data, Review stakeholder input and evaluate for planning purposes	Administration Counselors Teachers Parents Students	Surveys	There was an increase in the number of surveys taken throughout the year. Based on the feedback from the surveys, we have identified areas that can be improved and opportunities to increase stakeholder involvement.	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Math Night, Academic Nights, Senior Tea, PSAT Night for 9 th and 10 th grade students, AP curriculum night, Realities of Rigor information night, Rising 9 th grade Parent Night, Academic Signing Day, Athletic Signing Day, Honors Night.	Attendance, feedback, review stakeholder input	Administration Counselors Teachers Parents Students	Surveys	There was a definite increase in number of activities provided for parents and students. Based on feedback, these programs will be modified and we have identified areas that can use additional programs to get more parental involvement.	IPT

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Provide opportunities for stakeholder involvement (School Council, PTSA, Booster Clubs)</p>	<p>Increased parent involvement in School Council and PTSA</p>	<p>Administration Counselors Teachers Parents Students</p>	<p>None</p>	<p>Although it seemed that more parents were involved this year, most were the same parents. We will continue to work on this goal.</p>	<p>IP</p>
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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>Focus Priority Status: 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: (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Fill vacant positions with teachers who understand: instructional framework, formative and summative assessment, flexible grouping, adjusting instruction based on data analysis; rigorous curriculum; Quadrant D level instruction</p>	<p>Formative and Summative through TKES</p>	<p>Administration</p>	<p>None</p>	<p>Throughout the year there was an increase in learning strategies and some instruction was adjusted based on assessment data. There still needs to be a conscience effort to monitor data and implement learning strategies based on results. This will be part of the PLC training and further implementation for SY18</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>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>	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Teachers Instructional Guide Book Office 365 One Note; Academic non-negotiables Professional Learning: Quadrant D, DBQs, AP Strategies for all content areas	Formative and Summative through TKES	Administration Teachers District Support in Technology, Advanced Learning Programs	None	These were given to all teachers and they had access to information throughout the year. Based on TKES there did seem to be an increase in DBQs, Quadrant D learning and AP strategies. From the data there is still room for improvement and for the SY 18 school year the Kell Purpose has been developed and shared with all new and returning staff members.	IP
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 (IE²)	Teachers given support through PLGs Teachers encouraged to take on leadership roles; Teachers encouraged to participate in SSP committee	Formative and Summative TKES	Administration Teachers	None	Still need to improve teacher involvement in SSP process.	IP
Other: (Specific to school, division, or area. Can be more than one.)	Continued use of CTLS (Cohort 1); provide release time for teachers to input assessments	Formative and Summative (use CTLS for common assessments)	Administration Teachers	CTLS Touchstones	Teachers in core areas were given release time for CTLS, however more opportunities and monitoring need to be given to teachers for improving the use of CTLS.	IP