

## 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 IE<sup>2</sup>, 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. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Implement the cyclical six-step PLC process with fidelity	PLC Meeting Minutes	Teachers	CTLS ALEKS Data Analysis Tools	Meeting minutes were kept by PLC's and put into Office 365 to be shared with administrator as evidence of 6 step PLC process	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. <b>(S)</b>	Collect common formative assessments, collect assessment data, and determine effective instructional processes to make instructional adjustments as needed in all content areas.	Common formative assessments Data analysis within PLCs Instructional changes on lesson plans in all content areas	Teachers Administration	iRespond CTLS	Collaborative teams created at least one common formative per unit. They collected assessment data and documented this on form. Their meeting minutes indicated that discussion was had as to what adjustments needed to be made. Lesson plans indicated adjustments were made.	IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	Provide professional learning for Cohort 3 CTLS Trainings, STEM Cohort, and any individual needs of the PLCs	Teacher surveys PLC Data Professional Development Application	Teachers Administration	Trainers Technology	PD was conducted for CTLS Cohort 3. Stem Cohort began 2 <sup>nd</sup> phase and monitored the 1 <sup>st</sup> phase. PD for individual department needs were arranged by administrators.	IP

5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	Continue to implement school-wide literacy plan Summer Reading Camp	Lexile scores SRI Scores Newsela	Teachers	Technology Software	Reading was emphasized in the Summer Bridge program and gains were shown on EOC's for students that attended. Newsela was purchased for use by entire school. Usage charts provided by company showed school use by some but not all.	IP
6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math & HS Algebra Scores)	Provide scaffolding for students through support classes Summer math camp Differentiate instruction using formative assessment data	Pre/post test scores Formative assessment	Administration	Technology CTLS Pre/post test Plato USA Test Prep ALEKS	Use of technology was used to scaffold for students. ALEKS; IXL; Newsela; USTestPrep were all used as formative assessment tools and growth was shown on them.	IP
7. Increase number of students academically completing every grade. <b>(S)</b>	Allow student access to alternative programs to earn graduation credit. Implement McEachern Academic Success Program (MASP) Continue to implement the Coaching Model for our SWD population	Class grades	Teachers Administration Counselors	Software Technology 20 Day funds	GradPoint during and after school was offered to earn credit towards graduation. Credit Extension was offered in January and June. The Coaching Model was implemented for use with the SWD population.	IP
<b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

## 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)						<b>Focus Priority Status:</b>
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , 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)		
							NM = Not Met IP = In Progress M = Met

Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>	Grad Point, creative scheduling, independent course study, coaches model, STEM Pathway, Distance Learning, MASP	Number of credits earned, recovered, or accelerated	Teachers Administration	Software, technology, 20 day funds	Creative scheduling was done to increase student achievement. Independent Course Study was completed which resulted in a MakerSpace for the school. Distance Learning was offered in Mythology	IP
Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
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 <b>(S)</b>	<ol style="list-style-type: none"> <li>1. Scaffolding course/small group classes, Read 180, MASP</li> <li>2. Scaffolding course/small group classes, Support Classes, MASP, ALEKS</li> <li>3. Offer Grad Point/Plato/Credit Extension before and after school, MASP</li> </ol>	Increased Lexile scores Number of students receiving credits	School wide	Read 180 Lexile Software Plato Grad Point LMS ALEKS SRI/SMI Newsela	Programs used for scaffolding students were used. Read 180; ALEKS; IXL; GradPoint; Credit Extension before and after school are some of the targeted resources that were used. SRI and SMI showed growth	IP
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. <b>(AD)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<p><b>District Focus Priorities 2016-2019</b></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Continue school council Increase PTSA involvement Endowment Fund support Continue Academic Council for Excellence (ACE) Continue McEachern Coffee Talks Sponsor class breakfasts Create principal/student advisory group Continue Chief Chats Increase electronic/social media presence Continue MOM's (Moms of McEachern)</p>	<p>Surveys Participation numbers</p>	<p>All stakeholders Administration</p>	<p>Facilities Refreshments Technology</p>	<p>All key actions were taken which resulted in increased parental involvement in the school. Stakeholders input was solicited and used to plan future key actions.</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Continue school council Continue ACE Continue McEachern Coffee Talks Sponsor class breakfasts Continue MOM's 9<sup>th</sup> and 11<sup>th</sup> grade Advisements AP Parent Night Athletic, Band, Chorus, Orchestra, and ROTC Booster Clubs Financial Aid Night Implement ESOL Parent Information Night Continue PTSA Three for Me Program Continue counseling after dark sessions</p>	<p>Participation Numbers</p>	<p>All Stakeholders Administration</p>	<p>Facilities Refreshments</p>	<p>Programs were instituted that would allow parents to get involved in the school. Parents reflected that they felt a part of the school process. Feedback was used to enhance programs that existed and make them more parent friendly.</p>	<p>IP</p>



Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Professional Development in CTLS, STEM, Classroom Management, Synergy, and Formative Assessments	Department specific progress monitoring TKES assessment Classroom walk-throughs PLC Meeting Minutes Teacher surveys from trainings	All stakeholders	Facilities Technology Trainers Software	CTLS PD was conducted and teachers used it effectively. Teachers attended several STEM PD opportunities.	IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Partner teachers Individual Learning plans Leadership opportunities Strategies to move levels in TKES	TKES scores Surveys	Teachers	Staff time TKES website	Teachers were given opportunities for leadership in several areas. Discussions were had on how to move levels in TKES.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						