

## 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<br>2016-2019   | 2016-17 Aligned Actions and Measurements<br>(Due September 1, 2016)   |                                |  |   |  |  |
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| <i>Focus Priorities:</i><br>(Based on priorities identified by IE <sup>2</sup> ,<br>AdvancEd-AdvEd, Superintendent-S, and<br>Academic Division-AD) | Key Actions:<br>(List as many actions as needed in<br>each box.)  | Measured by:                   | Owner(s):                              | Resources<br>Needed:  | Results<br>Of Key Actions:<br>(Due June 30, 2017)  | <i>Focus Priority<br/>Status:</i><br>NM = Not Met<br>IP = In Progress<br>M = Met |
| 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>  | Collaborate with content-specific teachers to organize and examine student progress data and create adjustments to instruction to increase success for all students | SLO<br>EOC<br>AP Tests<br>EOPA | Administrators<br>Teachers<br>Students | Updated data<br>Content-specific,<br>instructional<br>resources | Teachers collaborated with content area teachers weekly to monitor student progress and adjust instruction. This practice will continue. | IP   |
|  | Collaborative grouping to target 9th grade using SRI/SMI data.  |                                |  |   | Additional professional development and planning provided to teachers to analyze data/adjust instruction.                                | IP   |
|  | Monitoring of lower quartile students in Math and English   |                                |  |   | Graduation Taskforce to monitor progress and provide support. 80% graduation rate for high-risk seniors.                                 | IP   |
|  | Professional development- OnTrack data reports  |                                |  |   | Targeted professional development for data monitoring through PLC's.   | IP   |

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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> | <p>Weekly collaboration meetings to create and revise formative assessments to monitor student progress and adjust instruction</p>                      | <p>Formative Assessments<br/>SLO<br/>Touchstone (collected in CTLS)<br/>Collaborative team meeting minutes</p> | <p>Teachers<br/>TTIS<br/>Administration</p> | <p>Common planning organized by content area</p> | <p>Office 365 utilized to collect common assessments and student data.</p>  | <p>IP</p> |
|  | <p>Professional learning on assessment strategies</p>   |  |   |  | <p>Instructional framework implemented through professional development. This includes assessment strategies for each class period.</p>                                     | <p>IP</p> |
|  | <p>Utilize Touchstone and Student Learning Objectives via CTLS</p>  |  |   |  | <p>Questions uploaded in CTLS.</p>  | <p>IP</p> |
| <p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>   | <p>Local and district wide collaborative efforts to identify professional learning needs among faculty.</p>   | <p>TKES ratings<br/>EOC<br/>SLO</p>  | <p>Administration<br/>Teachers</p>          | <p>TTIS</p>                                      | <p>Detailed professional learning schedule provided to teachers at the beginning of the school year. Outlined instructional framework ideal for high functioning PLC's.</p> | <p>IP</p> |
|  | <p>Progress monitored by team minutes that emphasize scope and sequence, data analysis, and re-teaching strategies (also by specific content areas)</p> |  |   |  | <p>Creation of administrative PLC to monitor progress through 365. Regular administrative attendance for content specific meetings.</p>                                     | <p>IP</p> |
|  | <p>School wide professional learning on instructional learning and assessment</p>   |  |   |  | <p>Continued professional development—Opening, Work Session, and Closing.</p>   | <p>IP</p> |

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| <p>5. Increase percentage of students reading on grade level. <b>(S)</b><br/>(Based on CCRPI 2014 Reading Scores)</p>   | <p>SRI data to guide instruction based on Lexile levels</p> <p>Implement Read 180 to a larger portion of our student population (SPED and ELL currently served in program)</p> <p>Use of Systems44 to improve reading comprehension among lower performing students</p> <p>Provide professional development for teachers on reading strategies</p> <p>Targeted interventions through after school tutoring for students with a grade below a 73</p> | <p>SRI<br/>EOC<br/>Formative<br/>assessments</p>                     | <p>Teachers<br/>Students<br/>Administration<br/>Lead teacher</p>                        | <p>Previous<br/>Lexile scores</p> <p>Licenses and /or staffing to accommodate freshmen, SWD, and/or ELL students who need to be served via Read 180</p>                                     | <p>Content area teachers continue to increase reading opportunities within the context of their curriculum.</p> <p>Warrior Wednesday implemented for targeted interventions.</p> <p>Based on SRI results, more students will be identified to participate in Read 180.</p> <p>Data tracking template provided to teachers/collaborative teams and submitted through Office 365 and updated weekly.</p> | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> |
| <p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b><br/>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p> | <p>Improve math skills by providing weekly remediation or enrichment through the Warrior Wednesday and after school tutoring with EOC-backwards design.</p> <p>Continued use of Touchstone assessments/assessment items via CTLS</p> <p>Targeted interventions by certified math teachers through after school tutoring for students with a grade below a 73</p> <p>School wide screening of all 9<sup>th</sup> graders through SMI</p>             | <p>SMI<br/>EOC<br/>SLO<br/>Ongoing<br/>formative<br/>assessments</p> | <p>Warrior<br/>Wednesday<br/>Committee<br/>Teachers<br/>Students<br/>Administration</p> | <p>73 and below collaborative document.</p> <p>Computer-based program recommendations directly correlated to SMI results and/or professional learning opportunities</p> <p>20-Day Funds</p> | <p>Warrior Wednesday implemented.</p> <p>Students in Literature and Math were assessed using Touchstones. Teachers received PL from TTIS and Assessment personnel on Touchstones and effectiveness of CTLS.</p> <p>Certified teachers in each core content area provided tutoring to failing students (fall and spring).</p> <p>Ongoing data analysis for targeted interventions.</p>                  | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> |

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| <p><i>7. Increase number of students academically completing every grade.(S)</i></p> | <p>Identify teachers to provide remediation for core courses through Warrior Wednesday to prevent student retention</p> <p>Increase targeted remediation at 4, 8, 12, and 16 week marking period through GradPoint.</p> <p>Tutoring opportunities via After School Program, Course Extension, and Credit Recovery</p> <p>Literature repeater classes offered as GradPoint repeater courses with priority given to students who failed more than once, and offered to all student who have failed 9<sup>th</sup> and American Literature for second semester.</p> <p>Graduation Task Force to monitor and support students that are credit deficient</p> <p>Monitoring and supporting to students within bottom quartile (math and ELA)</p> <p>Blended course offerings for seniors in need of 8+ credits to graduate.</p> <p>Use of PLC's to identify and support struggling students (73 and below)</p> | <p>Ongoing formative assessments</p> <p>Students' grades in core courses</p> | <p>Warrior Wednesday Committee Teachers Students GradPoint Teachers Counselors</p> | <p>Bottom quartile identification process<br/>20-Day Funds<br/>30 classroom computers</p> | <p>Warrior Wednesday Committee devised a plan for remediation among other course offerings through the program.</p> <p>GradPoint offerings to provide remediation at marking period intervals and throughout afterschool tutoring sessions.</p> <p>Students received opportunities tom improve academic performance via After School Program and Course Extension and Credit Recovery.</p> <p>Literature teacher implemented GradPoint to service students who failed 9th Lit/Comp. Am Lit/Comp may be rolled out in the future based on number of students and needs.</p> <p>Regular meetings with graduation task force teachers and students. Individual support provided as needed.</p> <p>Working to complete through accountability.</p> <p>Document submitted through 365 and regular reports generated to monitor progress and provide remediation.</p> | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> |
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| <p><b>8. Other:</b><br/>(Priorities specific to school, division, or area. Can be multiple.)</p> | <p>Continue administrative support for teacher collaboration in PLC's</p> <p>Provide regular feedback to faculty and staff on achievement of goals</p> <p>Blended distance learning</p> <p>Cross curricular collaboration to provide varied learning experiences.</p> | <p>Collaboration Log Documentation of regular communication</p> | <p>Administration College and Career Readiness committee</p> | <p>School-wide calendar to include collab locations and times as well as regularly scheduled feedback times</p> | <p>Content area collaboration was held weekly with admin participation.</p> <p>Special emphasis was placed on EOC courses for student growth measurements.</p> <p>Working to designate ideal coursework based on student need.</p> <p>Half-day professional development designated to PLC guiding coalition.</p> | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> |
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**Board Goal 2: Differentiate resources for students based on needs.**

| <p><i>District Focus Priorities<br/>2016-2019</i></p> <p><b>Focus Priorities:</b><br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvED, Superintendent-S, and<br/>Academic Division-AD)</p> | <p><b>2016-17 Aligned Actions and Measurements</b><br/>(Due September 1, 2016)</p>   |  |   |   |   |  |
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|  | <p><b>Key Actions:</b><br/>(List as many actions as needed<br/>in each box.)</p>   | <p><b>Measured by:</b></p>   | <p><b>Owner(s):</b></p>   | <p><b>Resources<br/>Needed:</b></p>   | <p><b>Results<br/>Of Key Actions:</b><br/>(Due June 30, 2017)</p>   | <p><b>Focus Priority<br/>Status:</b><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
| <p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>  | <p>Continued implementation of Bio Technology and Honors Biology class where students can earn multiple credits.</p> <p>Algebra/Geometry year-long hybrid course for students who fail Algebra to get them back on track for graduation.</p> <p>Essentials of Healthcare and Human Anatomy class which students can earn multiple credits.</p> <p>Literature circles based on Lexile levels</p> <p>Content specific reading strategies</p> | <p>Synergy entries for formative and summative assessments</p> <p>Percentage of students successful at midterm and final</p> <p>Increased percentage of students passing courses</p> | <p>Dr. Gorlin<br/>Algebra I and<br/>Geometry<br/>teachers</p> <p>Health Science<br/>teachers</p> <p>Broad field<br/>Physics or<br/>Chemistry<br/>teachers</p> | <p>Extended Day<br/>funding for at<br/>least two<br/>teachers to<br/>create a<br/>section or<br/>sections for<br/>suggested<br/>courses</p> <p>Physical<br/>Science<br/>textbooks,<br/>equipment<br/>updates and<br/>replacements</p> | <p>Additional sections were created and will continue for the 2017-2018 school year.</p> <p>Continued conversations will be held to identify students who qualify for the Algebra/Geometry combo course.</p> <p>Essentials of Healthcare and Human Anatomy combo course was created and students earned two credits for successful completion.</p> <p>Implemented through Warrior Wednesday and Read 180.</p> <p>Lead by collaborative teams and documented through collaborative logs.</p> | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>  |
| <p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>  | <p><b>N/A</b></p>  | <p><b>N/A</b></p>  | <p><b>N/A</b></p>   | <p><b>N/A</b></p>   | <p><b>N/A</b></p>   |  |

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| <p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol> | <ol style="list-style-type: none"> <li>1a. Administer SRI to all freshmen, SWD, and ELL students</li> <li>1b. Increase the number of student placements in Read 180 and/or Systems 44 for reading assistance</li> <li>1c. Continue ESL and Special Education Read 180 Program</li> <li>1d. "App-y Hour" for teachers to share technological advancements used with mobile devices.</li> <li>2a. Administer SMI to all freshmen, SWD, and ELL students</li> <li>2b. Use computer-based test practice modules (GOFAR, USA TestPrep, McGraw-Hill, etc.) to simulate online testing environments.</li> <li>2c Quarterly math parent nights</li> <li>3a. Identify seniors and other grade level students who need 7+ credits for graduation</li> <li>3b. Determine if courses needed are for recovery or first time courses</li> <li>3c. Meet with students and parents to discuss recovery/first time opportunities</li> <li>3d. Initiate in-school and out-of-school opportunities for students to complete recovery/first time courses with computer-based programs</li> <li>Remediation through Warrior Wednesday</li> </ol> | <ol style="list-style-type: none"> <li>1. Lexile scores from SRI</li> <li>2. Quantile scores from SMI</li> <li>3. Performance in GradPoint or other computer-based program</li> </ol> | <p>Administration<br/>Counseling<br/>Department</p> | <p>Read 180 and Systems 44 licenses for increased number of students Allotments to provide teacher(s) for Read 180/Systems 44 position(s) 20-Day Funds or Extended Day funding to compensate teachers</p> | <ol style="list-style-type: none"> <li>1a. SRI was administered to all freshman, SWD, and ELL students.</li> <li>1b. Based on student results, we will continue to increase the number of students placed in Read 180 or Systems 44.</li> <li>1c. ELL and Special Education Read 180 programs will continue.</li> <li>1d. Will look to the 2017-2018 school year. Was unable to fit into 2016-2017 professional development calendar.</li> <li>2a. SMI was administered to all freshmen, SWD, and ELL students.</li> <li>2b. Teachers incorporated USA TestPrep primarily in SS classes.</li> <li>2c. Unable to complete. Supplemented through parent nights with counseling.</li> <li>1a. SRI was administered to all freshman, SWD, and ELL students.</li> <li>1b. Based on student results, we will continue to increase the number of students placed in Read 180 or Systems 44.</li> <li>1c. ELL and Special Education Read 180 programs will continue.</li> <li>2a. SMI was administered to all freshmen, SWD, and ELL students.</li> </ol> | <p>IP</p> <p>IP</p> |
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|  |   |   |                          |  | <p>2b. Teachers incorporated USA TestPrep primarily in SS classes.</p> <p>3a. Counselors identified students who needed 7+ credits for graduation</p> <p>3b. Courses were identified as first time or recovery courses.</p> <p>3c. Counselors met with parents to discuss opportunities for students to get back on track.</p> <p>3d. Students were enrolled in GradPoint courses or GAVS/CVA courses to meet their needs.</p> <p>Remediation provided through Warrior Wednesday.</p> | <p>IP</p> <p>IP</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. <b>(AD)</b> | N/A   | N/A   | N/A                      | N/A  | N/A   |                     |
| <b>Other:</b><br>(Priorities specific to school, division, or area. Can be multiple.)  | <p>AP Access and Support School<br/>AP Merit School<br/>AP Achievement School<br/>AP Humanities School</p> <p>Magnet advisors to focus on strategies that increase holistic success in the magnet program</p> | <p>AP Participation and Performance<br/>(College Board)</p> | <p>Magnet Department</p> | <p>Ongoing professional development among AP faculty</p> <p>Continue to develop enrichment program processes- for AP Programs (ex. Student identification, etc.)</p> | <p>North Cobb continues to maintain identified AP designations.</p> <p>Mr. Auld acts as the Magnet Advisor. He works with teachers, students, and parents.</p>  | <p>IP</p> <p>IP</p> |





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| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S) | Increased membership in PTSA   | Number of PTSA members in good standing                 | PTSA Office staff   | Assistance in payment of dues for non-teachers   | PTA membership increased, but participation did not.                                  | IP |
|   | Parent Facilitator   | Parent attendance on the first Wednesday of each month. | Counseling Administration Magnet Coordinator Magnet Advisor | Direct calls to each new parent Magnet 501c3     | Ms. Darcy continues to provide support to non-English speaking students and families. | IP |
|   | Maintain parental involvement in Warrior 101   | Support for student driven initiatives                  |   | Community partners to help fund student programs | Parents attend Warrior 101.   | IP |
|   | Magnet Foundation and Advisory Board   |   |   |  | Continues to meet and guide Magnet related decisions.                                 | IP |
|   | Parent participation in homecoming, parade, screen on the green, canned food drive, and other school related activities. |   |   |  | Parent volunteers support Tribal Connection initiatives.                              | IP |
|   | Golden Tomahawk teacher recognition program  |   |   |  | Awarded monthly.  | IP |
|   | Off campus parent outreach program   |   |   |  | The program was not implemented due to lack of support.                               | IP |

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| <p><b>Other:</b><br/>(Priorities specific to school, division, or area. Can be multiple.)</p> | <p>Stakeholder engagement</p> <p>Partner in Education development</p> <p>“We are Orange” marketing campaign</p> <p>Meet with School Council, PTSA, Business Associations, etc</p> <p>School wide newsletter</p> | <p>Student involvement and performance</p> <p>Student satisfaction on stakeholder survey</p> <p>Meeting minutes</p> | <p>Warrior Wednesday Committee</p> <p>Student Leadership Team and Tribal Connections</p> | <p>TKES survey results</p> | <p>Participation in a variety of community events and committees provided a unique platform to engage students, parents, and community members.</p> <p>Acquisition of new and retention of all community partners.</p> <p>We Are Orange was branded through marketing material and digital media.</p> <p>Attended and facilitated regular meetings.</p> <p>Announcements were communicated through Tomahawk Today, the Tribe, and a well maintained school website.</p> | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</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<br/>2016-2019</i></p> <p><b>Focus Priorities:</b><br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvED, Superintendent-S,<br/>and Academic Division-AD)</p> | <p><b>2016-17 Aligned Actions and Measurements</b><br/>(Due September 1, 2016)</p>  |  |  |                                     |  |  |
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|  | <p><b>Key Actions:</b><br/>(List as many actions as needed in<br/>each box.)</p>  | <p><b>Measured by:</b></p>   | <p><b>Owner(s):</b></p>  | <p><b>Resources<br/>Needed:</b></p> | <p><b>Results<br/>Of Key Actions:</b><br/>(Due June 30, 2017)</p>  | <p><b>Focus Priority<br/>Status:</b><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
| <p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>   | <p>Seek to hire highly qualified applicants in core content areas</p> <p>Content certified special education and ESOL teachers</p> <p>Encourage current staff to obtain gifted certification and/or certification in other priority areas</p> | <p>Talent Ed Clearance</p> <p>Completion of endorsement class or successfully passing GACE</p> | <p>CCSD HR Department and Administration</p> <p>Administration and Staff Members</p> | <p>Allotments</p>                   | <p>Admin attended job fairs. Non-certified applicants had to take GACE or complete certification program.</p> <p>Staff members were identified to participate in the Gifted Endorsement Program.</p> | <p>IP</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. (IE<sup>2</sup>)</p>                               | <p>N/A</p>  | <p>N/A</p>   | <p>N/A</p>   | <p>N/A</p>                          | <p>N/A</p>   | <p></p>  |
| <p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>   | <p>N/A</p>  | <p>N/A</p>   | <p>N/A</p>   | <p>N/A</p>                          | <p>N/A</p>   | <p></p>  |

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| <p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p> | <p>Provide school wide professional learning on instructional framework and assessment</p> <p>Training and support for teachers during common planning/collaboration time</p> <p>New teacher academy</p> <p>Teacher mentors for new teachers</p> | <p>Teacher results on stakeholder survey.</p> <p>Trainings occurring in each department and collaboration log data</p> | <p>Administration<br/>Teacher Leaders</p> <p>Department Leaders, Administrators, and Teachers</p> | <p>Teacher input on useful training sessions</p> <p>Teacher input on trainings, and teachers willing to train each other.</p> | <p>Professional development was held during planning to address: Instructional framework and assessments.</p> <p>Professional development funds used to pay for subs.</p> <p>Meeting once a month to discuss best practices.</p> <p>Assigned to each new teacher.</p> | <p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p> |
| <p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b></p>   | <p><b>N/A</b></p>  | <p><b>N/A</b></p>  | <p><b>N/A</b></p>   | <p><b>N/A</b></p>   | <p><b>N/A</b></p>   | <p></p>                                 |
| <p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>  | <p>Identify teachers who scored Level 1 and Level 2 for standards based on teachers' walkthroughs and formative assessment- Assign professional learning through the TKES platform as needed</p>   | <p>TKES Data</p>   | <p>Administrators</p>   | <p>HR Evaluation Office support</p>   | <p>Instructional specialized assisted in observations and feedback. Observation hours were assigned and additional professional development recommended.</p>  | <p>IP</p>                               |
| <p><b>Other:</b><br/>(Specific to school, division, or area. Can be more than one.)</p>  | <p>Encourage teachers to obtain additional endorsements and/or certifications</p>  | <p>Course Completion</p>   | <p>Teachers Magnet Adviser</p>  | <p>District provided information regarding programs offered and the value of the endorsements/certifications</p>              | <p>Teachers were recommended for the Gifted Endorsement and teachers participated in the Teacher Leader Program.</p>  | <p>IP</p>                               |