

## 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)					
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)	Focus Priority Status: NM = Not Met IP = In Progress 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>	All PLC's will meet weekly to update Unit plans and develop common assessments. PLC's will analyze data to identify gaps in student learning and develop plans for remediation. Dept. Leaders will develop PLC forms for reporting reflection and action plans.	Administration monitoring, Common Assessments, Differentiated activities, remediation plans	Administration, PLC leaders, Dept. Chairs	N/A	PLC's meet weekly developing Unit plans and common assessments. More work is needed in analyzing data	In Progress
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>	Teachers will utilize "Almost There" quizzes to provide individualized feedback to their students prior to taking a Summative test.	-SLO data -SRI/MRI screeners -Student work samples -Student questioning -PLC data analysis -Student grades -FFAS data	Teachers, Dept. Chairs, Administration	N/A	Teachers utilized "Almost There" Assessments to develop differentiated remediation for their students.	In progress

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>CTLs/FFAS training cohort #3 Fall semester. Professional Learning will be differentiated per department and per individual teacher's needs based on student achievement data and TKES evaluations</p>	<p>-Increases in Student Achievement -Increases in the use of Instructional strategies -Surveys</p>	<p>Administration, Dept. Chairs, Teachers</p>	<p>Professional Learning Budget, Foundation and PTSA</p>	<p>CTLs training was our priority this year.</p>	<p>In Progress</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Reading initiative: -Summer Reading -Read 180 -Higher-Level Texts -Close-Reading -Screeners</p> <p>RTI used to identify low readers</p>	<p>-Student progress towards the reading goal will be measured using student Lexile levels (as measured by Universal Screener). Baseline data will be collected during the '15-'16 school year. -Every ELA unit will have an element of reading comprehension added to it.</p>	<p>Teachers, Dept. Chairs, Administration</p>	<p>N/A</p>	<p>Students increased Lexile scores from the use of Read 180 as well as the RI</p> <p>RTI used to identify low readers</p>	<p>Met</p> <p>In Progress</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>-Smaller class sizes for yearlong support classes. -Common planning for co-teacher and gen ed. teacher. -Progress monitoring from Sp.Ed. teacher and PLC's -Differentiation and individualized instruction provided for low learners -Continue development and application of the (AO) Academic Opportunity period</p>	<p>-Increase Coordinate Algebra scores by +5% each year</p> <p>-Increase Analytic Geometry scores +5% each year</p>	<p>Administration, Dept. Chairs, Teachers, Counselors</p>	<p>20-Day funds</p>	<p>Smaller classes for read 180 and math support were accomplished. Most teachers had common planning. With the addition of our Academic Coach, many more students were successful because of individual interventions.</p>	<p>Met</p> <p>In Progress</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>-Expand RTI process at school utilizing Dept. Chairs and Admin as the RTI committee -Empower the Academic Coach to focus on improving the graduation rate and the bottom 25% of each grade -ELA to develop a specific focus on improving writing skills</p>	<p>-Creative scheduling for students that are behind academically -Support the RTI process - Encourage staff to create innovative ways to help students pass and graduate on time</p>	<p>Administration, Dept. Chairs, Teachers, Counselors, Academic Coach, Social Worker</p>	<p>Release time for planning</p>	<p>RTI Academic Coach success ELA writing focus</p>	<p>In Progress Met In Progress</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>-Continue to use IE2 initiatives to help students graduate on time. -Empower Academic Coach to identify and assist struggling students</p>	<p>-Reduce Failure Rates -Increase Graduation Rates</p>	<p>Administration, Dept. Chairs, Teachers, Counselors, Academic Coach, Social Worker</p>		<p>AMDM/Algebra II blend course was successful in helping our low level math students Academic Coach assisting struggling students</p>	<p>Met In Progress</p>

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

<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 (Due September 1, 2016)</b></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>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>-Area collaboration days for improving math instruction -Articulation with the Middle Schools -Cross Curricular collaboration between depts. -Creative scheduling</p>	<p>-Student Achievement -Collaboration</p>	<p>Administration, Dept. Chairs, Teachers</p>	<p>Release time</p>			
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (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>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>1. Mi/Ri to differentiate in both Math and ELA</li> <li>2. Submit and gain approval thru IE2 initiative to blend AMDM and Algebra 2 to help students complete the math credits required for graduation</li> <li>3. Develop personalized graduation plans for SWD, ELL, and other subgroups with systematic checkpoints built in throughout the year.</li> <li>4. Counselors, Social worker, Academic Coach, Administration meet weekly to discuss student progress towards graduation plans</li> </ol>	<p>Mi/Ri scores, Grade reports, Teacher feedback, Projected outcomes with available options</p>	<p>Students, Parents, Administration, Teachers, Counselors, Social Worker, Academic Coach</p>	<p>20-Day money, Release time,</p>	<p>MI/RI identified low learners, allowing teachers to differentiate lessons for effectively</p> <p>AMDM/Algebra II blend IE2</p> <p>Personalized Grad plans for SWD, ELL and others</p> <p>Student support meetings to identify students struggling with academics, attendance and behavior</p>	<p>In Progress</p> <p>Met</p> <p>In Progress</p> <p>In Progress</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. <b>(AD)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Continue to market and develop the Scholars Academies to add Rigor and focus in these areas... -Academy of Leadership, Law and Public Service -STEM Academy -International Spanish Academy	Student success, Increased interest / enrollments in academies	Administration, Academy teachers	PTSA, Foundation, Professional Development	Successfully marketing of the Scholars Academy	In Progress
	Develop ways to recognize students for good behavior and good grades	Student Health Survey	Administration	Financial	Provided free deserts from the ice cream truck to all honor roll students	In Progress

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

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<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)		
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	-Present SSP to School Council, PTSA, BLT, Staff and School Foundation -Post on school website -Adjust SSP based on Stakeholders feedback and student/school needs	Stakeholders Questions, Concerns, Outcomes  Survey data	Principal Admin Dept. Chairs Public Relations team		SSP presented to PTSA, School Council, Foundation and all stake holders.	Met	

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>-Develop School SIP committees that include parental involvement          -Parent nights hosted by the guidance dept. Topics to include, social media impact, apply to college, financial aid, current issues, other topics as needed          -Latino Parent night to ensure specific information is communicated effectively          -Attend and engage in Daniell MS and Simpson MS Open Houses and parent events to help build relationships with future parents.</p>	<p>-Parent surveys, parent attendance, parent feedback, parent needs, School Council, PTSA, and community leaders input</p>	<p>Administration, Stakeholders</p>	<p>Guest Speakers, Food, Planning time, Marketing expenses</p>	<p>-Sip teams recommended and follow-thru on many positive changes to our school          -Parent Nights were well attended and reviews were positive          -Latino Night was very well attended and we received many positive remarks from the parents          -The Sprayberry High School Principal attended both the Simpson and Daniell MS Open Houses to meet and greet future parents</p>	<p>In Progress  Met  Met  Met</p>
<p><b>Other:</b>          (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>-Continue seeking opportunities for parents to get involved in all aspects of the school           -Develop school wide SIP teams to work on teacher involvement with the SIP process</p>	<p>-Parent participation in Booster clubs, PTSA, Foundation, community service projects           -Teacher participation in SIP teams</p>	<p>Administration, Coaches, PTSA officers, Foundation officers, Teachers</p>	<p>N/A</p>	<p>Thru active involvement in community events and the NCBA as well as the MBA the Sprayberry parents feel welcome when volunteering           All teachers work with a SIP team/committee</p>	<p>In Progress                   In Progress</p>

**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><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>		

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	-Advertise and review the most qualified teacher candidates available -Attend Job fairs and recruiting opportunities -Recruit the best teachers as early as possible	Teacher performance, TKES	Administration	N/A	Sprayberry Administration has proactively recruited and hired a very talented group of teachers	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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	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. <b>(AD)</b>	-Ongoing Professional Development, Professional Learning Committees, Conferences, Peer Observations, Level Collaborations	TKES, Administration Observations, Student Achievement, Stakeholder feedback	Administration, Teachers	Professional Development presenter, Conferences expenses, release time.	Ongoing evaluations and professional opportunities are available to the faculty	In Progress
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Establish Professional growth opportunities determined by TKES and LKES	TKES, LKES, Observations,	Principal	Release time, Specific Prof. development	Professional Development determined by teacher requests, department needs and evaluations	In Progress
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						