

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>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: (<u>Due June 30, 2017</u>)</p>	<p>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>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Utilize Universal Screener MI (3 administrations) to achieve at least a 15 percentage point Quantile increase on each grade level from first administration to last administration of assessment.</p>	<p>Universal Screener and Assessment data (formative)</p>	<p>-Teachers - Coach - Admin</p>	<p>-Title I Funds -Academic Coach -Read 180 Teacher</p>	<p>Quantile Score Growth 6th grade = 74 points 7th grade = 71 points 8th grade = 69 points</p>	M
	<p>2. Operational Data Teams</p>	<p>Data Team Minutes</p>	<p>Same as Above</p>	<p>None</p>	<p>All core content areas met consistently.</p>	IP
	<p>3. Utilize weekly common assessments per collaborative team to monitor student progress and adjust instruction</p>	<p>Almost/Unit Assessment (Formative & Summative)</p>	<p>Same as Above</p>	<p>-CTLS</p>	<p>ELA and Math departments assessed weekly.</p>	IP
	<p>4. Utilize Universal Screener RI (3 administrations) to achieve at least a 10 percentage point Lexile increase on each grade level from first administration to last administration of assessment.</p>	<p>CTLS and Data team collection of data</p>	<p>Same as Above</p>	<p>-Title I Funds -Academic Coach - Math Connections Teacher</p>	<p>Lexile Score Growth 6th grade = 50 points 7th grade = 60 points 8th grade = 135 points</p>	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)	1. Administer Mock Milestones to monitor student progress on standards and adjust instructional plans using iRespond system	Mock Milestone assessment data (summative)	-Teachers - Coach - Admin	-Title I Funds -Academic Coach	Mock /Milestone administered in all content areas in Fall.	M
	2. Create Almost There Common Assessment to assess student growth and alter instruction (same utilized within PLC)	-Almost there to unit test -lesson plans (formative)	Same as Above	None	ELA and Math departments assessed weekly.	IP
	3. Include constructed responses and/or one performance task per unit that engage all learners	-PLC collaboration and review of assessments which includes constructed response	Same as Above	None	Add constructed response expectations to data team 'look-fors'	IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	1. Differentiate PL based upon staff needs and TKES ratings summary	Staff Development Surveys every session (formative & summative)	- Teachers - Coach - Admin	-Academic Coach - Admin	-Pre 2017-2018 survey administration to BLT -Attendance at various workshops & conferences	IP
	2. Implement common planning periods that allow for collaborative planning and FULL implementation of Data Team Meetings	Data Team assessment collection sheet/CTLS (formative)	Same as Above	None	Schedule built to support common planning and collaboration	IP
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	1. Offer Read 180 class that is fluid and is able to exit students who demonstrate proficiency	-Grade Profiles -RI Data -Classroom observations	- Teachers - Coach - Admin	-Title I Funds -Academic Coach -Read 180 Teacher	90 students served	M
	2. Administer RI 3 times each year	-RI performance	Same as Above	-Title I Funds -Read 180 Teacher	All students assessed Fall, Winter & Spring	M
	3. Implement New Gator Camp for rising 6 th graders and accelerated summer Academy for 7 th & 8 th Graders	-Summer student performance (pre/post assessment)	Same as Above	-Title I Funds -Admin -Teachers	-June Academy = 73 students served -New Camp = 67 students served	M

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	1. Identify bubble students, according to EOG scores & common assessments through data teams for targeted instruction.	-EOG Score Reports -Grade Profiles -MI Data student	-Math Teachers -Coach -Admin	Title I Funds	3 Test Talks with principal	IP
	2. Assess student progress school-wide using Universal Screeners and iReady.	-MI Data student -iReady data	Same as Above	Title I Funds	Quantile Score Growth 6 th grade = 74 points 7 th grade = 71 points 8 th grade = 69 points	M
	3. Implement Summer Bridge Program and June Academy	-Attendance in summer programs	Same as Above	Title I Funds	-June Academy = 73 students served -New Camp = 67 students served	M
	4. Offer Math Connections class	-MI data	-Math Connection Teacher -Admin	Title I Funds	90 students served	M
<p>7. Increase number of students academically completing every grade.(S)</p>	1. Utilize Saturday School, Data Teams, New Gator Camp, and June Academy to decrease retentions.	-Grade Profiles (Formative and Summative) -Student attendance in summer programs -RTI Strategies	-Teachers -Coach -Admin	Title I Funds 20 Day Funds	-June Academy = 73 students served -New Camp = 67 students served Decrease in retention rates	M
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	1. Increase student performance in social studies and science in 8 th grade on the EOG.	-EOG Data	-SS and Science Teachers -Coach -Admin	None	TBD with EOG test results	IP
	2. Implement Standards-Based Grading for Science and Mathematics teachers	-Grade Profiles - Math and Science Teacher gradebooks	-Science and Math Teachers -Coach -Admin	None	100% implementation within Science and Mathematics department	M
	3. Implement Cornell Notes in Social Studies	-Cornell rubric assessment	-SS Teachers -Coach -Admin	None	100% implementation within Social Studies department	M
	4. Implement constructed response rubric in Science	-FAT-C rubric assessment	-Science Teachers -Coach -Admin	None	100% implementation within Science department	M

	5. Create a structured curriculum for teaching Cornell Notes-specifically summarization	-Cornell rubric assessment	-SS Teachers -Coach -Admin	None	Teachers will collaborate during department meetings.	IP
	6. Implement weekly hands-on labs in science	-Lesson plans -Data teams -Walk-Throughs	-Science Teachers -Coach -Admin	None	Implementation will begin during 2017-2018 school year.	IP

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<u>Focus Priorities:</u> (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: (<u>Due June 30, 2017</u>)		
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	1. Incorporate: Advanced literacy/STEM flexible grouping of students to extend Proficient/Distinguished students, Stem Camp, New Gator Camp, and Saturday School	-Grade Profiles -Common Assessment Data (Formative and Summative)	-Teachers -Coach -Admin	-Title I Funds -20 Day Funds	-June Academy = 73 students served -New Camp = 67 students served	IP	
	2. Flex grouping by subject for extended learning opportunities	-Lesson Plans -Data Team Meetings	-Teachers -Coach -Admin	None	ELT was implemented and based upon students' strengths and weaknesses. Schedule has evolved to further support students' specific needs.	IP	
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	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)	1. Provide Read 180, Grade Recovery and utilize RI data for students.	-RI data -Grade Profiles -Data team minutes	-Teachers -Coach -Admin -Read 180 teacher	-Title I Funds -20 Day Funds	Lexile Score Growth 6 th grade = 50 points 7 th grade = 60 points 8 th grade = 135 points 90 students served	IP
	2. Remediate students in math via Math connection, Saturday School, and iReady Math.	-MI data -Grade Profiles -Data team minutes	-Teachers -Coach -Admin -Math Connections teacher	-Title I Funds -20 Day Funds	Quantile Score Growth 6 th grade = 74 points 7 th grade = 71 points 8 th grade = 69 points 90 students served	IP
	3. Utilize Safety Net Programs such as Before & After school tutoring, Saturday School, and RTI	3. Tutors during the day, after school tutoring ad Saturday schooling.	-Teachers -Coach -Admin	-Title I Funds -20 Day Funds	Saturday School = 293 students served RTI = 75 students served	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. (AD)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					
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Seek and evaluate stakeholder input for critical processes. (AdvED)	1. Increase parent information sessions and incorporate day events (Open house, Curriculum night, test awareness day, Milestone night, and monthly parent sessions)	-Stakeholders Surveys -Sign-In sheets -Meeting agendas	-Teachers -Coach -Admin -Parent Liaison	-Title I Funds -Community donations	Decrease from 12 to 9 parent meetings.	IP
	2. Communicate student progress with parents every 4 ½ weeks (comprehensive reports disseminated)	-Distribution of comprehensive reports in all classes	-Teachers -Coach -Admin		100% implementation	M
	3. Evening parent nights to review progress reports and instructional resources	-Stakeholders Surveys -Sign-in sheet -Meeting agendas	-Teachers -Coach -Admin -Parent Liaison	-Title I Funds -Community donations	Decrease from 12 to 9 parent meetings. More opportunities were created throughout school day for parents to attend.	NM
	4. Create more parent volunteer opportunities	-Sign-in sheet	-Teachers -Coach -Admin -Parent Liaison -Admin	-Title I Funds -Community donations	Parents greatly support 8 th grade transition activities And Renaissance activities	IP
	5. Review school budget allowances more than once a year with community	-Sign-in sheet		None	Budget was reviewed during Fall and Spring parent meetings.	IP
	6. Implement student led conferences during conference week.	-conference schedule	-Teachers -Coach -Admin -Admin	None	Implementation scheduled for 2017-2018 school year.	IP
	7. Engage community and stakeholders through dial-outs			None	100% implementation.	
	Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	See Title I Plan				
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

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	<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>1. Conduct effective interviewing process that is collaborative (subject coordinator and admin)</p>	<p>-New teacher Needs Assessment -Achievement data -Classroom Management (discipline data)</p>	<p>-Teachers -Coach -Admin</p>	<p>-Local School Funds -Title I Funds -Title II Funds</p>	<p>Continuing to increase teacher participation in interview process.</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>		
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>1. Employ reflective practices inclusive of : Professional Development and Peer Observations/Modeling</p>	<p>-PD surveys -Monthly New teacher Meetings</p>	<p>-Teachers -Coach -Admin</p>	<p>-Title I Funds -Title II Funds</p>	<p>-100% implementation of monthly professional development sessions. -Increase number of peer observations.</p>	<p>IP</p>	
	<p>2. Analyze Student Survey Data and School-wide Survey Data</p>	<p>-Teacher Collaboration Meetings</p>	<p>-Teachers -Coach -Admin</p>	<p>None</p>	<p>TBD based upon health survey data.</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

Use results of TKES and LKES to improve professional performance (IE ²)	1. Assess all survey data to assess strengths/weaknesses (walks and platform data)	-Differentiated Staff Development	-Teachers -Coach -Admin	-Title I Funds -Title II Funds	-Differentiation and academic rigor(alignment to depth of standards) identified as weaker	IP
	2. TKES standards and teacher ratings	-PD related survey questions and measuring growth -Teacher performance on TKES evaluation	Building Leaders for informal walks		standards -Differentiation and academic rigor identified as weaker standards	IP
Other: (Specific to school, division, or area. Can be more than one.)						