

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 (Due September 1, 2016)</p>					<p style="text-align: center;"><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Establish overarching school wide goals based on overall achievement data on the EOG and 7th grade IOWA The specific goals are addressed under #5 and #6.</p>	<p>Collaborative planning log entries that address academic needs as evidenced through common formative data Comparative data on the EOG and IOWA</p>	<p>All faculty</p>	<p>None</p>	<p>PLCs kept planning logs. There was documented progress on vocabulary and math computation when comparing IOWA 5th scores to 7th grade scores. The EOG scores also showed progress in math and vocabulary development. At the end of the year conversation it was decided that the PLC county wide training for the 2017-2018 school year may give some better ideas on how to track data. The faculty is going to be trained in the CTLS cohort 4 and understands that system will also help with analyzing and tracking data.</p>	<p>IP</p>
<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>Revise common formatives and summative in collaborative teams Adjust instruction based on common formative data</p>	<p>Common formatives and summative Planning logs</p>	<p>Professional Learning Communities</p>	<p>None</p>	<p>PLCs worked within the protected Wednesday structure and developed common formative and summative assessments. This common assessment structure is always a growing opportunity for instructional staff.</p> <p>Planning logs document that formative data was used to drive instruction and that students were remediated through the data gathering process.</p>	<p>IP</p>

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Align professional development to include both vertical and horizontal learning for subject 6-8 alignment Identify teacher critical professional learning needs through walk through and observations</p>	<p>Faculty participation in professional learning Faculty walk throughs/observations that show evidence of application of appropriate strategies based upon <i>Classroom Instruction that Works – 2nd edition</i> that specifically address classroom engagement and rigor.</p>	<p>Professional learning directed by principal AP in charge of SFSD</p>	<p>SFSD funding</p>	<p>Most professional training was in house with subject coordinators planning and implementing training on PBLs. The county provided training through the STEM certification department for grade level teachers on understanding the core concepts of STEM and what observers would be looking for. Several teachers attended conferences concerning STEM. SFSD funding was used to hire half day subs to allow teachers planning time and to provide for subs for teachers as they attended conferences.</p> <p><i>Classroom Instruction that Works</i> will be used with new and struggling teachers for the 2017-2018 school year in a specialized class provided by administration.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015-2016 Reading Scores)</p>	<p>Implement direct vocabulary instruction at each grade level</p>	<p>Summative – final Pre and mid are formative with no grade assigned Increase in Lexile scores as measured by the RI</p>	<p>Rdg/LA teachers and all content areas for specific content vocabulary</p>	<p>Student purchased additional resources – Sadlier/Oxford</p>	<p>Data provided through the ELA/RDG department showed that students made progress on the vocabulary instruction through the supplemental book. The decision was to continue with this goal. The following data represents student achievement on a pre and post vocabulary test. The score 80+ is an indicator of percent correct on the test.</p> <p>6th grade vocabulary: from 1% at 80+ to 57% at 80+ 7th grade vocabulary: from 2% at 80+ to 78% at 80+ 8th grade vocabulary: from 4% at 80+ to 41% at 80+</p> <p>The RI average scores, reported as Lexiles on pre and post, were as follows: 6th grade: from 1021 to 1101 7th grade: from 1108 to 1188 8th grade: from 1179 to 1240</p>	<p>M</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>Continue focused math fluency at all grade levels</p>	<p>Pre, mid and post data on CAPS Move students into higher bands as measured by the EOG Increase in the MI scores</p>	<p>Math teachers</p>	<p>none</p>	<p>Data provided through the math department showed that students made progress on math fluency through the CAPS process. The decision was to continue with this goal.</p> <p>6th grade: from 38% to 80% average score on the weekly math fluency assessment 7th grade: from 68% to 85% 8th grade: from 51% to 86%</p> <p>The MI average scores were reported as follows: 6th grade: from 735 to 995 7th grade: from 920 to 1080 8th grade: from 1025 to 1175</p>	<p>M</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1.Provide support classes during connections for reading/la and math 2.Provide support classes (study skills) during connections</p>	<p>Increase in overall promotion rate</p>	<p>Academic teachers</p>	<p>1.20 day funding to pay teachers to work during planning 2.Extended day funding</p>	<p>The promotion rate increased this year. There was continued discussion about helping students maintain grades and working towards promotion instead of placement. There continues to be discussion of how to motivate students to hold themselves accountable for their personal academic progress. The counselors are instrumental in the process.</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Seek STEM certification by coordinating school activities to the AdvancED rubric Support grade level STEM committee as appropriate</p>	<p>Formative feedback from visiting AdvancED committee</p>	<p>All teachers</p>	<p>1.PLTW \$20,000 grant 2.Local Foundation support 3.SFSD funding for teacher development</p>	<p>A great deal of progress was made towards STEM certification with AdvancED. Formative feedback was varied with some telling us that we were on target and others telling us that we were not. County personnel came in to work with each grade level and gave constructive feedback. The 8th grade has developed their capstone project and 6th and 7th grade are continuing in the process.</p>	<p>IP</p>

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

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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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Support 8th graders who do not qualify for foreign language with an innovative reading program.</p>	<p>EOG scores in LA/RDG</p>	<p>Origins of language teacher</p>	<p>none</p>	<p>An analysis of students who were in Origins showed that 71% increased their EOG Lexile score. A discussion within the SSP team centered on working towards a more structured purposeful environment within the Origins framework.</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</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Provide direct reading instruction through sped interventions, RTI strategies, direct support through connections classes 2. Provide direct math instruction through sped interventions, RTI strategies, direct support through connections classes 3. Implement RTI interventions as necessary, study skill support through counseling department 	<ol style="list-style-type: none"> 1.EOG score 2.EOG score 3.Promotion rates 	All teachers	20 day funding for teachers	<ol style="list-style-type: none"> 1. Data shows that 13 students did not pass reading in the 8th grade. That is a higher number than expected. Even though READ 180 was implemented and students did receive strategy instruction through support classes, the faculty will need to investigate the data further and develop a school wide approach for the next school year. 2. Targeted students received support through the math support structure and only 6 8th graders did not pass math on the CCRPI. The designed structure, through test evidence, is working and will continue. 3. Hightower Trail piloted a new RTI structure this year that allows groups of students to be documented together. This should aid in data collection as HTMS gets more proficient at using the site. 	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. (AD)</p>	<ol style="list-style-type: none"> 1. Provide MS Spanish I course to identified students in 7th grade. 2. Identify students who are proficient in Spanish I in 8th grade and provide Spanish II through GAVS. 	<ol style="list-style-type: none"> 1.Pre post test scores 2.Final grade in Spanish II 	<ol style="list-style-type: none"> 1.Spanish I teacher in 7th grade 2.GAVS facilitator 	None	<ol style="list-style-type: none"> 1. Seventh grade Spanish I was not for HS credit and therefore the SLO provided by the county was not appropriate to give to them. An analysis of their end of year averages showed that students were successful within the A-B range for grades. The teacher has already designed units for next year to reinforce grammar concepts that are necessary for Spanish I success. 2. Two students began the year studying Spanish II through GAVS. One student dropped at the semester. The second student was highly successful. 	IP
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)1.</p>						

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

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Recruit parent representatives on Building Leadership Team, School Council, Technology Action Team, Counselor Advisory Team, and Student input with Interclub Council</p>	<p>Attendance at meetings</p>	<p>Parent representatives</p>	<p>none</p>	<p>Parent representatives were on BLT, School Council, Counselor Advisory Team and students did give input on the Interclub Council.</p> <p>The School Council parents aided in an initial plan to communicate with parents about Hightower Trail and what STEM looks like in middle school. They articulated a concern about academics and were very supportive in helping to devise a plan to communicate.</p> <p>The interclub council students, as always, were articulate in concerns from a student perspective. The students gave input into how teacher blogs should be designed for maximum student achievement. The PTSA also gave input into that daily process.</p>	<p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Implement yoga and deep breathing exercises to reduce anxiety and to improve academic success through a Husky News Network weekly emphasis.</p>	<p>Pre and post survey</p>	<p>PE teachers counselors</p>	<p>Yoga for classroom cards already purchased</p>	<p>The PE teachers and one of the counselors worked to provide video for the morning announcements. The teachers reported that students enjoyed the motion activities. The PE teachers with other staff members also took training in the Minds in Motion opportunity provided by the county.</p>	<p>IP</p>
<p><i>Other:</i> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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: <u>(Due June 30, 2017)</u></p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Evaluate applicants for posted positions</p>	<p>Hiring of HiQ teachers who exhibit strong content knowledge</p>	<p>Principal</p>	<p>TalentEd</p>	<p>All teachers hired for the 2016-2017 school year were highly qualified for their teaching position.</p>	<p>M</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>Embed Professional Learning in the school day concerning learning engagement strategies with book study</p>	<p>Successful completion of professional learning</p>	<p>AP in charge of SFSD</p>	<p>SFSD funding</p>	<p>Professional learning was through ½ day planning and occurred through local and county provided time. Several teachers attended conferences outside the building to enhance understanding of STEM. A stronger support system for new teachers needs to be developed and maintained throughout the school year structure.</p>	<p>IP</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>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Place teachers as needed on Professional Learning Plans</p>	<p>Progress on PLP</p>	<p>Principal</p>	<p>none</p>	<p>No teachers were in need of a formal PLP. Teachers who needed support were given that through an informal process of meeting weekly with administrators.</p>	<p>M</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						