

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> | | | | | |
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| | <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 style="text-align: center;">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> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |
| <p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p> | <p>1. Analyze assessments in content areas, connection classes, and data summits monitored through use of CTLS and other technology resources.</p> <p>2. Provide professional development on the data team process and analyzation of student data for identified teachers.</p> <p>3. Provide professional development on the implementation of Professional learning communities (PLCS)</p> | <p>Formative Assessments</p> <p>Summative assessments</p> | <p>Teachers</p> <p>Academic Coaches</p> <p>Administrators</p> <p>Support Personnel</p> | <p>Common Planning Periods</p> <p>CCSD Instructional Technology Specialist</p> | <p>Staff Trainings on CTLS conducted by CCSD District Personnel</p> <p>Ongoing support on CTLS provided by local school teacher leader</p> | <p>1. IP</p> <p>2. IP</p> <p>3. IP</p> |

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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>1. Use CTLS to create common assessments for all content areas.</p> <p>2. Evaluate data from each formative and summative assessment in order to adjust instructional practices.</p> <p>3. Monitor the use and collaboration of weekly content and data team meetings.</p> | <p>Content and Data meeting minutes</p> | <p>Administrators</p> <p>Teachers</p> <p>Academic Coaches</p> | <p>Common planning for content teams</p> <p>Data summits CCSD Instructional Technology Specialist</p> | <p>Staff met weekly during collaborative planning time to develop and analyze formative assessments and monitor student data.</p> <p>Teachers met bi-weekly to share and analyze student data results.</p> <p>Teachers met to discuss data results and instructional strategies and adjustments.</p> <p>Formative and summative data was monitored through content, data team minutes, and CTLS.</p> | <p>1. IP</p> <p>2. IP</p> <p>3. Met</p> |
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| <p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p> | <p>1. Differentiate professional development sessions based on individual teachers' needs.</p> <p>2. Provide on-going professional development on Positive Behavior Intervention and Supports (PBIS)</p> <p>3. Provide professional development on Student Growth Measurement and Student Learning Objectives and other assessments.</p> <p>4. Provide professional development on Special Education and Discipline Classroom Management</p> <p>5. Provide professional development on Co-teaching models</p> <p>6. Provide professional development on Scholastic Reading and Math Inventories (SRI and SMI)</p> <p>7. Provide training and support for new teachers- Mentor Matters- New Teacher Support</p> | <p>Teacher Keys Effectiveness System</p> | <p>Administrators</p> <p>Academic Coaches</p> <p>Teachers</p> | <p>CCSD County Personnel</p> | <p>Professional Development was provided to whole school and individual staff based on whole school initiatives and individual teacher needs from September-May, 2016-2017</p> | <p>1. Met</p> <p>2. Met</p> <p>3. Met</p> <p>4. IP</p> <p>5. Met</p> <p>6. IP</p> <p>7. Met</p> |
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| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015 Reading Scores)</p> | <p>1. Analyze data from Scholastic Reading Inventory (SRI) and adjust instruction based on students' Lexile levels.</p> <p>2. Differentiate students learning experiences based on data from balanced assessments.</p> <p>3. Provide ELA/Reading support class- (READ 180)</p> <p>4 Provide sheltered ESOL ELA connection class.</p> <p>5. Implement R.A.C.E. school-wide literacy strategy for usage in all content areas.</p> <p>6. Create (RACE) literacy anchor charts for all classes.</p> | <p>SRI</p> | <p>Administrators</p> <p>Academic Coaches</p> <p>Teachers</p> | <p>District</p> <p>Adopted Resources</p> | <p>Scholastic Reading Inventory Results were analyzed by ELA teachers and instructional adjustments were made.</p> <p>Bottom Quartile students were scheduled into an ELA support class.</p> <p>Title I funds were used to hire an ELA/ support READ 180 teacher for connection class.</p> <p>An EOG period of 40 minutes was built into master schedule.</p> <p>School-wide literacy R.A.C.E. strategy was introduced and implemented in every content.</p> <p>R.A.C.E. anchor charts were created and displayed throughout the school and classrooms.</p> | <p>1. Met</p> <p>2. Met</p> <p>3. Met</p> <p>4. Met</p> <p>5. Met</p> <p>6. Met</p> |
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| <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>1 Provide sheltered ESOL math connection class.</p> <p>2. Provide Two Math support connection classes.</p> <p>3. Provide tutoring and Saturday School support for all students based on their performance on formative and summative assessments.</p> | <p>Conduct Scholastic Math Inventory Assessment (fall and spring)</p> <p>Content Common Assessments Results</p> <p>Flexible Formative Assessment System</p> <p>District Touchstone Assessments Results</p> <p>Student Grades ACCESS Assessments Results</p> | <p>Administrators</p> <p>Academic Coaches</p> <p>Math Teachers</p> | | <p>Two Sheltered ESOL classes were provided for bottom quartile ESOL students.</p> <p>Two IEL math classes provided to bottom quartile students.</p> <p>Title I funds were used to hire (2) math support Connection teachers.</p> <p>Bottom quartile students were scheduled into math support class.</p> <p>Tutoring was provided weekly after school second, third and fourth quarters.</p> | <p>1. Met</p> <p>2. Met</p> <p>3. Met</p> |
| <p>7. Increase number of students academically completing every grade. (S)</p> | <p>1. Increase instruction through daily EOG study skill classes.</p> <p>2. Utilize RTI process and monitor students' academic performance.</p> <p>3. Implement student-led conference model to promote student advocacy.</p> | <p>RTI Data</p> <p>Student Grades</p> | <p>Administrators</p> <p>Counselors</p> <p>Teachers</p> | | <p>Students were provided additional math and reading support during 40 minute EOG period daily and afterschool Milestone preparation.</p> <p>RTI meetings were conducted weekly with grade level counselors. Goals and strategies were discussed and monitored for effectiveness</p> | <p>1. Met</p> <p>2. IP</p> <p>3. Met</p> |

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| 8. Other: (Priorities specific to school, division, or area. Can be multiple.) | | | | | | |
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Board Goal 2: Differentiate resources for students based on needs.

| District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD) | 2016-17 Aligned Actions and Measurements (Due September 1, 2016) | | | | | | Focus Priority Status: NM = Not Met IP = In Progress M = Met |
|--|---|--|---|---|--|---|--|
| | 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) | | |
| Identify local school innovations through system flexibility to increase student achievement. (IE ²) | 1. Use Technology to differentiate, Extend, reinforce content and allow student exploration. 2. Integrate Visual and Performing Arts standards in instructional content planning. 3. Use Project Based Learning in content areas to develop rigorous, engaging student-centered assignments. | Content Meeting Minutes Lesson plans Walkthroughs and Formative Evaluations Content Common Assessments Results | Administrators Academic Coaches Team Teachers | iPads iMac Computers iPad Charging Carts Technology software | Technology resources and devices were used to extend and reinforce student learning and exploration The Technology Integration team completed projects utilizing purchased technology such as iPads, iMacs, laptops, and various online technology applications. The Arts integration team completed projects supported by their CCSD trainings. Teachers coupled Arts and Core content standards for various instructional assignments and projects. Project Based Learning projects were completed at each grade level in various contents. | 1. Met 2. IP 3. IP | |

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| Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²) | 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 Remedial Math and ELA Connection Classes. 2. Utilize the RTI interventions and strategies. 3. Provide supplemental technology resources for tutorial and remedial support. 4. Review students' academic progress during Conference Week; review special education students' progress and review 4.5 week student progress reports. | Scholastic Reading Inventory Results Scholastic Math Inventory Results Data from CTLS Content Meeting Minutes Lesson plans Walkthroughs and Formative Evaluations Content Common Assessments Results Special Education Progress Reports ACCESS Assessment Results | Administrators Counselors Teachers | Technology Resources Laptops iPads READ 180 Online Programs | Title I funds were used to hire (1) ELA support teachers and (2) Math Support teachers. RTI meetings were conducted weekly with school counselors to review student progress. Student-led conferences were conducted during district Conference week. Special education progress reports were reviewed each grading period throughout the year. | 1. Met 2. IP 3. Met 4. Met |
| 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 | |

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| Other: (Priorities specific to school, division, or area. Can be multiple.) | 1. Implement Technology and Art Integration and Project Based Learning Initiatives. | Content Minutes | Administrators | Support from district Leadership | | 1. IP |
| | 2. Provide Project Based Learning Professional Development. | Lesson plans | Academic Coaches | Professional Development | | 2. IP |
| | 3. Implement school-wide literacy (R.A.C.E.) strategy. | Walkthroughs and Formative Evaluations | Piloting Teams | | | 3. Met |
| | | Content Common Assessments Results | | | | |

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

| District Focus Priorities 2016-2019 | 2016-17 Aligned Actions and Measurements (Due September 1, 2016) | | | | | |
|--|---|---------------------|------------------|--------------------------|---|--|
| Focus Priorities: (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: (Due June 30, 2017) | Focus Priority Status: NM = Not Met IP = In Progress M = Met |
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| <p>Seek and evaluate stakeholder input for critical processes. (AdvEetD)</p> | <p>1. Analyze data results from Parent Surveys.</p> <p>2. Based on 2015-2016 climate survey results, Lindley staff will implement PBIS framework to increase teacher student engagement and decrease student discipline referrals.</p> | <p>2015 SACS/ Advanced-ED Survey Results</p> | <p>Administrators Teachers Academic Coaches School Counselors Parent Liaison</p> | <p>Survey results</p> | <p>AdvanceED results were analyzed at leadership meetings. Meeting included teachers and parents.</p> <p>Climate surveys reviewed by leadership team including parents.</p> <p>Leadership team was adjusted to include representation of all teachers.</p> <p>Climate Surveys results indicated a 4 Star rating for CCRPI.</p> <p>Results indicated an increase in parent response on survey administration.</p> | <p>1. Met</p> <p>2. IP</p> |
| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p> | <p>1. Conduct meetings with PTSA and School Council members.</p> <p>2. Utilize Parent Facilitator to serve as a liaison between parents, community members and business partners to support the needs of all students.</p> <p>3. Provide parenting and educational classes.</p> <p>4. Create a parent resource room to assist parents with technology and academic needs.</p> | <p>Comments and Reviews from Members</p> | <p>Administrators Parent Facilitator Teachers</p> | <p>Computer lab</p> <p>Parent resource room</p> <p>Training materials and supplies</p> | <p>School Council and PTA meetings were held monthly to discuss teacher and student academic and social needs.</p> <p>Lindley Parent Facilitator assisted with creating community partnerships, parent workshops and student engagement activities through local businesses, churches and organizations.</p> | <p>1. Met</p> <p>2. Met</p> <p>3. Met</p> <p>4. Met</p> |

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| <p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p> | <p>1 Provide Professional Development that addresses teachers' needs and school initiatives.</p> <p>2. Provide Peer Mentors for new teachers.</p> <p>3. Use Data Team Process (PLC) for instructional planning.</p> <p>4 Provide Common Content Planning time.</p> | <p>Teacher Performance Results from TKES CCSD and GaDOE Assessment Results</p> <p>Lesson Plans</p> | <p>Administrators</p> <p>Academic Coaches</p> <p>Teacher Leaders</p> | <p>District Support through Expert Leaders</p> | <p>Administrators and CCSD technology specialist developed a Professional Learning Calendar for teachers and staff that consisted of CTLS, Data teams, PLC training and various instructional practices to support teacher needs.</p> <p>Academic coaches provided Mentor Matters meetings to support new teachers to Lindley Middle School.</p> <p>Common planning time was created to support teacher collaboration for instructional lesson planning and discuss student's academic and behavioral needs.</p> <p>Common Data Meeting times were provided weekly to allow teachers to monitor and adjust student instructional needs.</p> | <p>1. IP</p> <p>2. IP</p> <p>3. IP</p> <p>4. Met</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> | |

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| <p>Use results of TKES and LKES to improve professional performance (IE²)</p> | <p>1. Identify teachers' strengths and areas for improvement based on TKES performance standards.</p> <p>2. Identify teacher leaders based on teacher ratings from TKES evaluations.</p> | <p>TKES Data</p> | <p>Administrators</p> | <p>Teacher Rating Results from TKES District Support</p> | <p>Administrators conducted weekly classroom walkthroughs and observations. Individual conferences were held to address teacher's strengths and areas for improvement.</p> <p>Teacher Conferences were held during the orientation, mid-year, and summative TKES process.</p> <p>Teacher leaders were identified through TKES process and appointed to school-wide leadership team and grade level team leaders.</p> | <p>1. Met</p> <p>2. Met</p> |
| <p>Other: (Specific to school, division, or area. Can be more than one.)</p> | | | | | | |