

## 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (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;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (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>	N/A	N/A	N/A	N/A	N/A	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Provide professional learning on close reading strategies across all contents, Project Based Learning, data analysis, and CTLS</p> <p>Create common assessments to monitor student progress</p>	<p>Implementation of strategies and utilization of common assessment data to develop students' proficiencies in the content</p> <p>Creation of common assessments</p> <p>Lesson Plans reflecting use of strategies and common assessments</p> <p>Administrators completion of walks and observations and provide specific feedback</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Professional learning on Data Analysis, RTI, CTLS, Close Reading Strategies</p>	<p>The entire staff was trained and each content completed a culminating PBL project. Staff continued to use the data and CTLS to address student needs. Next year there will be a continued focus on using CTLS for common assessments and closer monitoring of individual student performance.</p> <p>Common assessments were created and implemented in content areas but there has to be a greater focus on monitoring individual student progress to implement academic interventions</p> <p>On-going review of Lesson plans reflected use of strategies and common assessments</p> <p>Administrative walks and observations were completed throughout the year with specific feedback provided</p>	<p><b>M</b></p>

<p>3. <i>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>Use flexible formative assessments to monitor student progress</p>	<p>Touchstone Data Differentiated Lesson Plans Academic Intervention Plans</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Training on CTLS and Use of Flexible Formative Assessment for all new Teachers</p> <p>Creation of academic interventions to target specific student deficits</p>	<p>Training and implementation were both completed. However, this will an on-going process with a greater focus on interventions to target specific deficits.</p>	<p><b>IP</b></p>
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide all teachers with on-going Professional Learning (PL) emphasizing research-based instructional strategies in the areas of Close Reading Strategies, Project Based Learning (PBL), and technology integration to implement a rigorous curriculum</p> <p>Create opportunities for teachers to observe colleagues</p>	<p>Implementation and use of strategies in the area of close reading, PBL, and technology.</p> <p>Differentiated lesson plans to meet the needs of all students</p> <p>Completion of Peer Observations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>On-going Professional Learning</p>	<p>On-going PL was offered through the year in the areas of close reading, PBL, and technology. Next year there has to be a focus on rigor within the content areas.</p>	<p><b>M</b></p>

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Identify students at the basic or below basic levels from 2016 administration of RI and provide structured academic interventions to address deficits</p> <p>Focus on reading, writing, vocabulary development, speaking/presenting, research/inquiry, critical thinking and project based learning as central aspects to all content area instruction</p>	<p>RI Data Academic Interventions</p> <p>Differentiated Lessons</p>	<p>Teachers Academic Coaches Administrators</p>	<p>RI Data</p>	<p>RI &amp; MI scores were used to identify students and to group students for the Wednesday Enrichment during the school day.</p> <p>Differentiated lessons were implemented but there has to be a greater focus on the use higher order thinking skills and literacy across all content areas.</p>	<p><b>M</b></p> <p><b>IP</b></p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Use a comprehensive balanced assessment approach in math to monitor students' mastery of the content</p>	<p>Type of Assessments used</p> <p>On-going formative and summative assessments to include but limited to pre-and-post assessments</p> <p>Touchstone Data</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Assessment Training to monitor progress student</p> <p>MI Training on the use of quartiles</p> <p>MI Data</p>	<p>This is an area that teachers are continuing to learn and grow and there is a need to continue the focus on the use of formative assessments to monitor students' mastery of the standard.</p>	<p><b>IP</b></p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Implementation of on-going specific academic interventions to address student deficits such as individual tutoring, Enrichment Wednesdays Support, before and after school tutoring.</p>	<p>Number of Failures Total number of students promoted</p>	<p>Teachers Academic Coaches Administrators</p>	<p>N/A</p>	<p>On-going specific academic interventions were implemented. Next year there has to be targeted assistance provided to our EL and Special Education students to ensure higher academic performance</p>	<p><b>M</b></p>

<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Monitor <i>implementation of PBIS</i></p>	<p>Decrease in Discipline Referrals Improvement in Quarterly Grades Increase in student Attendance</p>	<p>Teachers Academic Coaches Administrators</p>	<p>PBIS training for all new staff</p>	<p>LSGA Staff has done a great job of implementing PBIS and it is strongly supported by the staff. Our data reflected high numbers of classroom referrals so we have to continue to focus on the student/teacher relationship building and helping teachers find alternative ways to diminish class disruptions.</p>	<p><b>IP</b></p>
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**Board Goal 2: Differentiate resources for students based on needs.**

<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>		
<p>Identify local school innovations through system flexibility to increase 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>N/A</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>N/A</p>	
<p>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)</p>	<p>1. Structured reading assistance before, during, and after school 2. Structured math assistance before, during, and after school 3. N/A</p>	<p>RI &amp; MI Data</p>	<p>Teachers Academic Coaches Administrators</p>	<p>20 Day Funds</p>	<p>We offered before and after school tutoring along with a Tuesday/Thursday afterschool program. READ 180, Mobymax, and FVE tutoring were used to offer additional support to struggling learners.</p>	<p><b>M</b></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	N/A
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> <u>(Due September 1, 2016)</u>					
<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> <u>(Due June 30, 2017)</u>	<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Establish PTA Board and Local School Council to support school academic and operational procedures	Establishment of PTA and Local School Council	Principal	N/A	Both PTA and Local School Boards were established and offered local school support. PTA supported student and staff incentives and the Local School Council focused on parent engagement and hosted a successful dads program.	<b>M</b>

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	<b>See Title I 2016-2017 Parent Involvement Plan</b>	N/A	N/A	N/A	Numerous parent activities were hosted and well attended through the school year.	<b>M</b>
<b>Other:</b> (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.***

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)					<b><i>Focus Priority Status:</i></b>
	<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)	NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Formulate an extensive interview process with multiple personnel using consistent verbal and performance tasks  Provide yearlong support for all teachers to ensure their success	TKES Report  Retention of Teachers	Principal Administrators Academic Coaches Subject Coordinators	N/A	Interviews involved both a verbal and written performance tasks  Monthly New Teacher meetings were conducted by the Academic Coach to provide on-going PL and support.	<b>M</b>

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	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	N/A
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>						
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>						
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

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