

## 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
<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<p>Create and revise unit plans to focus on Quad D, cross-curricular connections, metacognition strategies and technology integration.</p> <p>Routinely use assessment data to differentiate and adjust instructional focus.</p>	<p>Unit Plan Collaborative Planning Worksheet and Reflection; TKES data</p> <p>Subject area planning log biweekly; TKES data</p>	<p>All core content teachers and administration</p> <p>All core content teachers and administration</p>	<p>Release Time</p> <p>Protected planning time</p>	<p>Increased emphasis on technology and inter-disciplinary connections evidenced in STEM notebook</p> <p>Implemented revised collaborative logs in all core content areas</p>	<p>M</p> <p>IP</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>Create and use subject area common assessments, including at least one constructed response.</p> <p>Pilot group will expand use of CTLS as a tool for managing assessment data.</p>	<p>Data teams use of collaborative planning log</p> <p>Professional learning agendas</p>	<p>All teachers and administration</p> <p>Pilot group trained 2015-16</p>	<p>Staff development training</p>	<p>Collaborative planning logs show varying degrees of data discussion around common assessments</p> <p>Revised mid-year in anticipation of Cohort 4 2017</p>	<p>IP</p> <p>IP</p>
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	<p>Write and implement the professional learning plan based upon staff needs and the SSP.</p>	<p>Teacher reflections, training schedule</p>	<p>All faculty</p>	<p>SFSD funds District TIS support</p>	<p>In addition to monthly clusters on SSP topics, all teachers used release time to develop UBD units, and many attended Cobb academies and STEM innovative trainings. \$9,000 spent to support these initiatives (county &amp; local funds)</p>	<p>M</p>
<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	<p>Continue the integrated reading program in grades 6-8 focusing on non-fiction strategies: Close Reading, Cornell Notes, summarizing, vocabulary, and citing text.</p>	<p>Common formative assessment data; Pre/Mid/Post SRI Lexile scores Iowa reading EOG/Milestones</p>	<p>Reading teachers</p>	<p>Collaborative planning time, monthly vertical meetings</p>	<p>SRI comparison shows increase of advanced by 11% and decrease of basic and below by 9%. EOG % reading on grade level comparing 2016 to 2017: 6<sup>th</sup>: 88.1 to 90.7; 7<sup>th</sup>: 91.3 to 95; 8<sup>th</sup>: 94 to 94.1</p>	<p>IP</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>Routinely use constructed responses in class activities and assessments.</p> <p>Create a bank of shared assessment items.</p> <p>Routinely include computation practice in warm-ups/daily activities.</p>	<p>Common Rubric, Bank of shared assessment items; EOG scores</p> <p>Pre/mid/post SMI Iowa computation</p>	<p>Math teachers</p> <p>Math dept.</p>	<p>Protected collaborative Weekly; vertical meetings</p> <p>Collaborative planning</p>	<p>Pre-post math writing scores (Mabry rubric) showed a range of improvement from 34% to 59%.</p> <p>EOG comparison of 2016 to 2017 shows an increase in percent proficient at all grade levels: 6<sup>th</sup> 70.3 to 71.5% 7<sup>th</sup> 67.8 to 76.5% 8<sup>th</sup> 59.5 to 66.1% (excluding HS math students) EOC Math 2016 = 96%; 2017 = 99%</p> <p>Iowa Math computation: 2016 = 59.8 % 2017 = 63 %</p> <p>SMI Pre/Post at or above grade level: 2016=61%, 2017=81%</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Implement the following programs: Grade recovery program, extended learning time (ELT)/achievement anchors, extended day program.</p>	<p>Participant rate in grade recovery and extended day program; achievement anchor spreadsheet</p>	<p>All faculty</p>	<p>One day ISS weekly for grade recovery; data tracking sheet; extended day funds</p>	<p>Grade recovery served 140 students: 6<sup>th</sup> = 43, 7<sup>th</sup> = 33, 8<sup>th</sup> = 64. This increase in participation has impacted the failure rate throughout the year. F rate decreased by 39% over the course of the year.</p>	<p>M</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<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>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><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Continue to implement Project Lead the Way curriculum in two connections classes</p>	<p>Number of students participating in STEM; Successful implementation of 2 PLTW courses</p>	<p>Administration 2 PLTW trained teachers</p>	<p>Training, Grant and district support, allotment</p>	<p>Number of students participating in PLTW: 6<sup>th</sup> = 163 7<sup>th</sup> = 170 8<sup>th</sup> = 158 STEM focus grouping: 7<sup>th</sup> = 84 8<sup>th</sup> = 55</p>	<p>M</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></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. Extend implementation of Read 180 to include all grade levels. 2. Implement Math Connections class 3. Provide Grade recovery, extended learning time (ELT)/achievement anchors, extended day program</p>	<p>1. Pre-post assessments (Read 180) 2. Pre/mid/post (SMI) 3. Achievement anchor spreadsheet</p>	<p>All faculty</p>	<p>Training and materials for Read 180; Math connections allotment; Extended day funds; Full time ISS;</p>	<p>40 students enrolled in Read 180. Reading inventory growth averages were: 6<sup>th</sup> = 50, 7<sup>th</sup> = 37, 8<sup>th</sup> = 21. Math connections: 114 students served, and EOG level 1 and 2 decreased in all grade levels. Grade recovery served 140 students: 6<sup>th</sup> = 43, 7<sup>th</sup> = 33, 8<sup>th</sup> = 64. This increase in participation has impacted the failure rate throughout the year, with 39% decrease.</p>	<p>M</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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Coordinate initiatives to support application for STEM certification from District	County STEM rubric	T3 leadership; All staff	One Note training	Cobb County STEM certification (1/2017)  AdvancEd STEM certification (5/2017)	M
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<b><i>District Focus Priorities 2016-2019</i></b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<b><u>Focus Priorities:</u></b> (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 school data and SSP to key stakeholder groups to solicit input in process: School Council, PTSA Board, student leadership focus group, Open Houses	Attendance, presentations, and minutes from meetings; stakeholder survey data	Mabry community	District (PI) support for training; PTSA and local school funds	Presentations and participation in meetings: Open House, International Night, parent, business partner, student and teacher panels for STEM certification visits, PTSA Board; website updates	M

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Continue "Habitudes": 13 lessons in reading classes Extend implementation of "Habitudes" to include book #2 in 7<sup>th</sup> and 8<sup>th</sup> grades</p> <p>Establish framework for community buy-in of leadership foundations with 3 events: staff/parent/student kick-offs</p>	<p>Implementation schedule</p> <p>Pre/post assessments</p> <p>Schedule for kick-off events</p>	<p>Reading/foreign language teachers, counselors, administration</p> <p>"Growing Leaders" presenters</p>	<p>Local school funds for Habitudes materials, speakers, and training</p>	<p>Schedule for implementation was followed with fidelity in all grade levels</p> <p>Billy Boughey from Growing Leaders presented to students to kick-off the year. Staff was provided framework with themes/schedule as part of pre-planning.</p>	<p>M</p>
<p><b>Other:</b> (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.***

<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>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><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Attend Job fairs  Administer and review teacher preference based upon qualification	Hiring of HiQ teachers  Assigning teachers to qualified areas	Principal  Principal	Talent Ed; district HR support	Job Fair 2017  Administered teacher preference forms 3/17.	M
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>	Develop and implement differentiated professional learning plan using PL theme of Exploring the Transition to Making Connections, promoting curricular connections, application of thinking models, and effective PLC's	Schedule and attendance records for professional learning	Administration and all teachers	SFSD	In addition to monthly clusters on SSP topics, all teachers used release time to develop UBD units, and many attended Cobb academies and STEM innovative trainings. \$9,000 spent to support these initiatives (county & local funds)	M
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>	Routinely reflect upon building trends on grades, student survey results, formative/walkthroughs and Student Growth Profile.	Timeline met; Mid-year conference agendas	Administration and teachers evaluated by TKES	District technology support for SLO's	All timeline requirements met; evaluations complete	M
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	Maintain a positive school culture through school-wide emphasis on collaboration, innovation and celebration of best practices	Survey results Staff retention rates Instructional budget		Protected collaborative planning; district and local school instructional funds	Awarded five star Climate Rating	M

