

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)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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>	N/A	N/A	N/A	N/A	N/A	N/A
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Administer Common Formative Assessments (CFA) by PLCs on a bi-weekly basis	CFA results	All teachers	CTLS & iRespond	CFAs were administered in CTLS bi-weekly and used to adjust instruction if needed	IP
	Administer the RI three times: August, December & May	RI results	Reading/Academic Habits teachers	RI program & computer lab	RI was administered in August, December & March (The last date was changed to March to monitor Lexiles before Milestones)	M
	Administer the MI three times: August, December & May	MI results	Math teachers	MI program & computer lab	MI was administered in August, December & May	M
	Adjust instruction as needed based on CFA results	Data Team meeting minutes & grades/academic performance	All teachers		MI results Advanced level readers increased from 36% to 45% Proficient-no change; stayed at 27% Basic level-decreased from 25% to 20%; Below level-decreased from 12% to 7%	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>	<p>Administer Common Formative Assessments by PLCs on a bi-weekly basis</p>	<p>CFA data Local Summative data Milestones data</p>	<p>All teachers</p>	<p>CTLs & iRespond Teacher created assessments</p>	<p>Milestones Content Mastery results: 6th ELA: increased 86% to 92% 6th Math: increased from 92% to 94% 7th ELA: decreased from 89% to 86% 7th Math: decreased from 94% to 91% 8th ELA: decreased from 93% to 92% 8th Math: decreased from 91% to 90% 8th Science: increased from 65% to 72% 8th Social Studies: increased from 88% to 90%</p>	<p>IP</p>
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<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue RTI and SpEd strategies for those below grade level</p>	<p>Class assessments/grades</p>	<p>Teachers</p>	<p>Specialized instruction training for SpEd teachers</p>	<p>Increased the % of students reading at the Advanced and Proficient levels on the RI based on three administrations:</p> <p>August: 63% May: 72%</p>	<p>IP</p>
	<p>Utilize specialized instruction through Read 180 & System 44 class at each grade level for below level readers</p>	<p>Progress in Read 180/System 44 levels-data</p>	<p>Read 180 & System 44 teachers</p>	<p>Read 180 & System 44 programs; computer lab</p>		<p>IP</p>
	<p>Administer the RI assessment three times a year-identify students reading below grade level and provide interventions in classroom and possible placement in Read 180 or System 44 class</p>	<p>RI scores</p>	<p>Reading/Academic Habits teachers</p>	<p>RI program; computer labs</p>		<p>IP</p>
	<p>Each student is in a Reading or Academic Habits class. There are three levels to meet student needs: AC, on-level and small group.</p>	<p>Class assessments & grades</p>	<p>Reading/Academic Habits teachers</p>	<p>Cars & Stars books</p>		<p>IP</p>

<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	Utilize the First in Math program for fundamental skills	Monitor time spent in program	Math teachers	First in Math program-small group	<p>The % of students performing at Levels 3 & 4 decreased at every grade level compared to the 15-16 Milestones results. Completed by PLCs</p> <p>Completed as required by district</p> <p>Completed by math teachers-participation rate at 60%</p> <p>Tutoring provided by math teacher twice a week during Connections 2nd semester: All but 2 students increased their score on Math Milestones ranging from 28-61 points</p>	IP
	Utilize USA TestPrep for practice in identified areas of weakness	Monitor time spent in program & results	Math teachers	USA TestPrep subscription		IP
	Administer bi-weekly CFAs	Assessment data	Math teachers	CTLS & iRespond		IP
	Administer the MI assessment three times a year	Assessment results	Math teachers	RI program & computer labs		M
	Targeted tutoring for Math-invite "bubble kids" (2s to 3s, 3s to 4s)	# of times student attends tutoring	Math teachers & Admin	Teachers & 20 Day Money		IP
Identify from MI those students weak in addition & multiplication-provide remediation activities	Completion of remediation activities	Math teachers	Web-based programs/teacher created materials	IP		
<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	Continue RTI process and Special Ed monitoring	RTI portal activity and Special Ed grades	Counselors & teachers	N/A	<p>Maintained the # of retainees at 9; same as the 15-16 school year despite increase in enrollment</p> <p>357 contacts by SSW: Parent conferences & TIP panels; 2140 total contacts made by SSW to support McClure students in a variety of ways</p>	IP
	Utilize School Social Worker to communicate with parents of at-risk students if not responding to school	# of parent contacts/home visits made by SSW	School Social Worker	N/A		IP

8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Increase student attendance	Daily attendance reports	Counselors, School Social Worker and Administration SSW	N/A	% of students missing 6+ days increased from the 15-16 school year	IP
	School Social Worker will be a member of the School Focus Attendance Committee	Monthly meetings		N/A		M
	School-wide Attendance Promotion-positive reinforcement for attendance	Monthly reward program-# of students & HRs rewarded	Counselors, SSW & Admin	\$ to purchase reward items/parent donations		IP
	Information session for parents & students who have missed 7+ unexcused absences	Meeting held & # of attendees	SSW & Counselors	N/A		M

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

<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>						<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Reading/Academic Habits curriculum was designed by our faculty to address needs identified by student data and teacher feedback-every student now has a Reading class</p>	<p>Milestones achievement data</p>	<p>All teachers</p>	<p>Cars & Stars books</p>	<p>Milestones Content Mastery results: 6th ELA: increased 86% to 92% 6th Math: increased from 92% to 94% 7th ELA: decreased from 89% to 86% 7th Math: decreased from 94% to 91% 8th ELA: decreased from 93% to 92% 8th Math: decreased from 91% to 90% 8th Science: increased from 65% to 72% 8th Social Studies: increased from 88% to 90%</p> <p>Increased the % of students reading at the Advanced and Proficient levels on the RI based on three administrations:</p> <p>August: 63% May: 72%</p> <p>As a part of the curriculum for this reading class we incorporated how to read science and social studies texts as well as various modes of media.</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. Use 20-day funds for tutors; administer the RI three times a year; placement in Read 180/System 44/Small Group Reading 2. Use 20-day funds for tutors; targeted intentional tutoring for bubble kids 3. Continue support through RTI and Special Ed interventions 	<ol style="list-style-type: none"> 1. CFA data/Grades RI data Read 180/System 44 data Milestones results 2. Grades/CFA data Milestones results MI data 3. Grades Promotion Milestones results 	<p>All teachers Admin Counselor</p>	<p>RI program MI program 20-day money Read 180 & System 44 Cars & Stars books</p>	<p>Tutoring was provided from September through May</p> <p>Targeted tutoring was offered in mornings, during connections, after school on select Saturdays leading up to the Milestones.</p> <p>An 8th grade group of identified students were supported through a Study Skills class with specialized instruction provided to support executive functioning deficits, organizational skills, and supplemental instruction. Students in this class improved their end of year performance when comparing their end of year grades in 8th grade to their 7th grade end of year grades.</p>	<p>IP</p> <p>IP</p> <p>IP</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>Other: (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>	<p>N/A</p>	

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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</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: (Due June 30, 2017)</p>	
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Share the stakeholder survey data with staff, School Council, PTSA and Foundation executive boards to identify areas of improvement</p> <p>ESOL parent nights</p> <p>Based on data implement the following:</p> <p>Improve communication through</p> <ul style="list-style-type: none"> • New school website • School Facebook page • School Twitter account • Frequent dial-outs • Sunday newsletter to staff • Weekly Maverick Minutes e-blasts from PTSA • E-blasts from administration • Spanish dial-outs from our IWC liaison 	<p>AdvancEd survey results</p>	<p>Administration</p> <p>ESOL Teacher, Counselor & IWC parent liaison</p>	<p>N/A</p>	<p>Data from AdvancEd survey not available at this time</p> <p>Two ESOL parent nights were held to engage with parents on what to expect their child to be doing/bringing home, provide resources and answer any questions parents had.</p>	<p>IP</p> <p>M</p> <p>IP</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<ul style="list-style-type: none"> -Meet & Greet day -PTSA -School Foundation -Sciencepalooza -Fine Arts Night -Music concerts -ESOL parent nights -Conference Week -Parent meetings -multiple opportunities for volunteerism through PTSA, Foundation, & grade level events -School Council -Disney trip chaperones -Olympics -Clubs (parent involvement) -Parent AM Carline patrol 	<p># of parents attending events</p> <p># of parents/families joining PTSA</p> <p># of parents/families supporting Foundation</p> <p># of parents volunteering</p>	<p>PTSA</p> <p>Foundation</p> <p>Administration</p> <p>Various departments</p>	<p>County personnel</p> <p>Staff</p> <p>Parents</p> <p>Executive boards for PTSA & Foundation</p> <p>Admin</p>	<p>PTSA membership increased by 7%</p> <p>We started a class which met twice a week for ESOL parents in our Language Lab where parents can take courses to complete their Mexican high school diploma (this is offered through the Mexican Embassy) and/or they can take English classes to improve their English.</p>	<p>IP</p>
<p>Other: (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>	<p>N/A</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>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</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: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Seek to hire or help current teacher obtain the gifted certification</p> <p>New Teacher Mentorship Program</p>	<p># of teachers receiving certification</p> <p>Retention of new teachers in 2017-18 school year</p>	<p>Admin & ALP office</p> <p>Admin & mentors</p>	<p>Continued ease of availability of gifted classes</p> <p>\$ for book study</p>	<p>All teachers hired met the Highly Qualified criteria</p> <p>Four teachers received their gifted certification this school year.</p> <p>All of the 8 new teachers (those with 1-3 years' experience) are remaining in education, either here or in another school</p>	<p>M</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>Implement a Professional Learning Plan that is differentiated based on department needs & assessment data</p> <p>E/LA-continued focus on embedded language instruction & strategies to implement Cobb's model of Balanced Literacy (continuation of PL from 2015-16); other trainings based on survey of needs from department</p> <p>Math-Vertical Meetings & grade level meetings (provide release dates so they can plan and identify gaps)</p> <p>Science-6th: PBL development & Standards Review to increase rigor & PBL implementation training-Sept 15th & December 5th</p> <p>7th: PBL development for on-level Standards Review to increase rigor & PBL implementation training: Sept 15th & December 5th</p> <p>8th: Physical Science PL with Cobb Science PLS-differentiation; literacy/vocab; conceptual modeling & hands-on activities (2x a month) Standards Review to increase rigor & PBL implementation training: Sept 15th & December 5th</p> <p>SS-Implementing the Inquiry Design Model Training-6th & 7th-Oct 26th 8th-Nov 15th</p> <p>Additional training TBD for spring</p> <p>New teacher trainings</p> <p>All staff will attend cluster meetings monthly which will focus on implementing authentic PLCs</p>	<p>AdvancEd survey results</p> <p>TKES data</p> <p>Attendance at PL sessions</p> <p>PLC implementation rubric evaluation</p>	<p>Admin</p> <p>County personnel</p> <p>Teachers</p>	<p>County personnel</p> <p>Teachers for training</p> <p>\$ for subs</p>	<p>Data from AdvancEd survey not available at this time</p> <p>All trainings were delivered to departments as described</p> <p>In addition to the trainings listed in the Key Actions we also provided the following to improve instruction: Both E/LA and AH classes utilized support from the E/LA Specialists for strategies and growth monitoring/walk. Social Studies also had walks done by a Social Studies Specialist.</p> <p>Training was also provided by ESOL and Special Education district personnel to teachers of SpEd/ESOL students.</p> <p>New teacher trainings were delivered throughout the year-differentiated by experience All staff attended clusters</p>	<p>IP</p> <p>IP</p> <p>M</p>
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Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Focus on standards in need of improvement with teachers and admin	TKES & LKES data	Admin	District support through evaluation office	Support provided to teachers to improve in identified areas of need	IP
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	