

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 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
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	- refine data teams - develop one common formative assessment per unit - develop common summative assessments	- CTLS Data Discussion Handout - common assessments	- subject area administrator - PLC Data team	- I-respond refresher training - CLTS refresher training	In working through the PLC process, data teams have become a part of the PLC. Each PLC developed one common formative and summative assessment per unit throughout the school year. The PLC then completed the CTLS Data Discussion Handout.	- IP - IP - IP
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)	- refine data teams process - refine and analyze common assessment data each instructional unit, using the data analysis discussion sheet - adjust PLC lesson plans based on results of data - provide differentiated instruction to meet individual student learning needs	- lesson plans - CTLS Data Discussion Handout - common assessments	- subject area administrator - PLC Data team	- Oncourse - common assessments -release time for collaboration -SFSD funds	Teachers meet in their PLC to complete the CTLS Data Discussion handout. Based on the discussion and results teachers then developed lesson plans. Teachers noted how data was used from their instructional discussion and how differentiated instruction was incorporated into their instruction.	- IP - IP - IP - IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> - staff development based on for: <ul style="list-style-type: none"> - AVID reading and writing strategies - use of Costa's level of questions - technology integration - data utilization - Open Classroom Initiative 	<ul style="list-style-type: none"> - the yearlong staff development plan - staff development lessons - focused learning walks 	<ul style="list-style-type: none"> - administrative team - AVID staff development team - building leadership team 	<ul style="list-style-type: none"> - SFSD funds 	<p>Staff development throughout the school year was differentiated for staff when appropriate. Staff development was conducted monthly.</p>	
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> - implement school-wide AVID reading and writing strategies - implement Read180 classes for students not reading on grade level - incorporate USA Test Prep to meet individual student needs - incorporate Reading Inventory universal screener - develop reading incentive program including a book club for low readers - tutoring program 	<ul style="list-style-type: none"> - focus learning walks - lesson plans incorporating reading and writing in the content - online resources - RI - EOG 	<ul style="list-style-type: none"> - PLC -building leadership team -subject area administrator - online resources administrator 	<ul style="list-style-type: none"> - AVID reading and writing strategies training - Read180 - USA Test Prep - MobyMax - RI 	<p>The school's average Lexile growth of students performing at the advanced and proficient level increased from 57% to 71%. Each grade level demonstrated growth in the percentage of students scoring at the advanced and proficient level (6th grade 53% to 65%, 7th grade 54% to 73%, 8th grade 63% to 72%). In addition, there was a decrease in the percentage of students scoring at the below basic level (6th grade 7% decrease, 7th grade 6% decrease, 8th grade 7% decrease). The Lexile scores on the EOG showed an increase in the percentage of students scoring within and above their stretch band in each grade level (6th grade 11%, 7th grade 1%, and 8th grade 7%).</p>	<ul style="list-style-type: none"> - IP - IP - IP - IP - IP
<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>	<ul style="list-style-type: none"> - establish math literacy classes in 6th, 7th, and 8th grade for struggling math students - create common math assessment items to measure performance data on algebra related items - incorporate USA Test Prep/ MobyMax to meet individual student needs - incorporate MI universal screener 	<ul style="list-style-type: none"> - math Literacy class rosters - common assessments - online tutoring resources - MI - EOG 	<ul style="list-style-type: none"> - scheduling administrator - math PLC - subject area administrator - online tutoring resources administrator 	<ul style="list-style-type: none"> - training in math quantile - Math PLC - USA Test Prep - MI 	<p>The school's average quantile growth was 155 as reported on the SMI. 7th grade showed the largest growth at 170 with 8th showing 145 and 6th demonstrated 150. On the EOG both 6th and 8th grade showed growth for students scoring at a level 3 and 4. 6th grade increased by 10% and 8th grade increased by 11%. 7th grade had a slight decrease by 1% of the students scoring a level 3 and 4. We had 97% of our 8th graders who took the EOC scored at a level 3 or 4.</p>	<ul style="list-style-type: none"> - IP - IP - IP - IP

<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> - teach advisement lessons on academic goal setting and time management skills - monitor and implement RTI process for at risk students - continue CORE team - continue to offer AVID in the AM - Counselors to implement Closing the GAP project for students' academic progress 	<ul style="list-style-type: none"> - RTI end of the year reporting - CORE team meeting notes - Closing the GAP report 	<ul style="list-style-type: none"> - administrative team - RTI administrator - principal - counselors 	<ul style="list-style-type: none"> - advisement lessons - student agendas - RTI meeting notes - CORE Team meeting notes - AVID in the AM sign in 	<p>Through the variety of programs and supports that our ask risk students participated in over the course of the school year 100% of our 6th grade students earned promotion. In 7th grade we had one student who was retained, and in 8th grade there was one student academically placed in the 9th grade. The remaining 7th and 8th graders earned promotion to the next grade level.</p>	<ul style="list-style-type: none"> - IP - IP - IP - IP - IP
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> - AVID - Gifted Resource Class 	<ul style="list-style-type: none"> - AVID Site team plan - AVID tutorials - EOG Lexile 	<ul style="list-style-type: none"> - AVID coordinator - ALP coordinator 	<ul style="list-style-type: none"> - cell tower funds for AVID budget - AVID tutors 	<p>Palmer is an AVID National Demonstration School. Students enrolled in the AVID connection class demonstrated an increase in the percentage of students scoring at level 3 and 4 at all grade levels in both math and ELA with the exception of 7th grade math (6th 66% to 71% ELA, 44% to 76% math, 57% to 62% ELA, 64% to 53% math, 8th 54% to 63% ELA, 62% to 70%). Students enrolled in the Gifted Resource Class showed growth on their EOG lexile score. 6th grade showed a 66% increase and 7th grade showed a 80% increase.</p>	<ul style="list-style-type: none"> - IP - IP

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 (Due September 1, 2016)</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: (Due June 30, 2017)</p>		

Identify local school innovations through system flexibility to increase student achievement. (IE²)	- implementation of Science Academy PBL course	- course rosters - EOG Lexile	- scheduling administrator - Science Academy vertical PLC	- PBL training through district office - consumable funds	Students enrolled in Science Academy demonstrated positive growth on their EOG lexile score. 8 th grade demonstrated a 71% growth, while 7 th increased by 80%, and 6 th grade by 69%.	- IP
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. implementation of Read180 2. continue math literacy class 3. Closing the Gap plan To address all points above we will use 20 day funds for tutoring in all subject areas	- rosters for Read180 and math literacy classes - Lexile scores - SI - MI - EOG - closing the gap data report - tutoring sign-in sheets	- scheduling administrator - remedial plan administrator -guidance department	- Read180 - math literacy curriculum - closing the gap plan - 20 day plan	Students enrolled in the Read180 demonstrated growth on their EOG Lexile score. 6 th grade increased by 66%, 7 th grade by 89%, and 8 th grade by 78%. Students enrolled in the math literacy had positive quantile growth. 6 th grade students demonstrated 66% growth. 49% of the 6 th graders showed over 1 year of growth in one school year. 7 th grade students had 80% growth with 73% grew over 1 year during the school year. Our 8 th grade students grew by 75% and 57% demonstrated over one year's growth.	
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	

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> - continue attendance incentive program - continue PBIS framework development 	<ul style="list-style-type: none"> - student attendance rate - office referral data - RTI data 	<ul style="list-style-type: none"> - attendance team - PBIS team 	<ul style="list-style-type: none"> - partners in education for student attendance recognition - partners in education for student positive recognition - SWISS data system 	<p>Our average daily attendance rate was 96.0% for the school year. This was a 1% increase from last year. We are in the emerging level of implementation for PBIS. We had a decrease of 18% in the number of office referrals, and a decrease of 25% in the number of days students served ISS referrals. However, we had a 14% increase in the number of days students were suspended out of school.</p>	
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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>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 evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> - collaborate with a variety of stakeholder groups: - Student Council - school building leadership team - school council - PTSA - Palmer Action Teams 	<ul style="list-style-type: none"> - stakeholder perception survey data - meeting agenda/minutes - School Council end of the year report 	<ul style="list-style-type: none"> -administrative team 		<p>We established a Student Council group which meet quarterly. The school building leadership team meet each month. School council meet for a six meetings throughout the school year. PTSA meet throughout the school year and was supportive of different school initiatives. The Palmer Action Teams meet each month. These teams support different aspects of the school.</p>	<ul style="list-style-type: none"> - IP

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>- Mentoring Programs: Men of Choice Athletes Investing More Destiny's Daughter KSU Latino Mentoring Group College Bound - Offer once a month parent/family engagement opportunities: Aug. – Open House/ Magnet Presentation Sept. – AVID Night Oct. – Conference Week Nov. – Rising 9th grade Parent Meeting & Family Fun Night Feb. – Talent Show/ Vision input session March –Rising 6th grade Spirit Night April – Volunteer Clean Up Day May – Career Day</p>	<p>- Participation</p>	<p>- Mentoring program sponsor - Group sponsoring event</p>	<p>- partners in education to support mentoring group</p>	<p>We established a variety of opportunities for our families to be involved at Palmer and learn more about our school to be able to support their child's education. The following is some of the programs and the number of parents who participated: Magnet Presentation 25 parents, AVID night 350 families, Conference Week 830 conferences, Rising 9th grade parent night 76 families, Family Fun Night 50 families, Vision Input session 5 parents, Career Day 37 community volunteers.</p>	<p>- IP</p>
<p>Other: (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>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>Focus Priority Status: 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>	

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ul style="list-style-type: none"> - attend recruiting fairs - include school leadership in the interview process - collaborate with KSU to facilitate teacher pre-service experiences 	<ul style="list-style-type: none"> - number of resumes obtained at hiring fair - notes for interview - number of KSU pre-service students meetings 	- administrative team	- CCSD to host recruiting fairs	We attended the CCSD hiring fair in March. We included teacher leaders in the hiring process when possible. We also collaborated with KSU to host teachers with different pre-service teaching experiences.	- IP
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)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	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. (AD)	<ul style="list-style-type: none"> - develop a staff development calendar that ensures professional development on AVID critical reading and writing strategies, the data team process, increased rigor through the incorporation of Costa's, and technology integration 	<ul style="list-style-type: none"> - development of staff development calendar - survey data - focus walk data 	<ul style="list-style-type: none"> - administrative team - AVID coordinator - building leadership team 	<ul style="list-style-type: none"> - SFSD funds to provide release time for teacher leaders for trainings 	Teachers participated in monthly professional learning. When possible the professional learning we differentiated to best meet the needs of the teachers. The training was centered on AVID WICOR strategies.	- IP
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)	<ul style="list-style-type: none"> - review TKES data to drive professional development 	<ul style="list-style-type: none"> - TKES data 	-administrative team	<ul style="list-style-type: none"> - CCSD evaluation office - PLP's as indicated by TKES 	As a staff we focused on standard 7 of the TKES platform. This standard aligned to AVID and the ability to build and understand relation capacity.	- IP

<p>Other: (Specific to school, division, or area. Can be more than one.)</p>	<ul style="list-style-type: none"> - staff recognition programs - New Teacher Induction Program 	<ul style="list-style-type: none"> - staff attendance - staff recognition webpage - sign in sheets - end of the year induction program reflection by participants 	<ul style="list-style-type: none"> - administrative team -webmaster - assistant principal and AVID coordinator 	<ul style="list-style-type: none"> - partners in education for staff recognition prizes - certificates - recognition pins 	<p>Teachers participated in a monthly staff recognition breakfast. Teachers were recognized for “Shout Outs”, AVID Award, and the teacher of the month. In addition, teachers each 9 weeks were recognized with perfect attendance. New teachers participated in New Teacher Induction Program, which meet every other month.</p>	<ul style="list-style-type: none"> - IP - IP
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