

## 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> (<u>Due September 1, 2016</u>)</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> (<u>Due June 30, 2017</u>)</p>	<p style="text-align: center;"><b>Focus Priority Status:</b> 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. <b>(S) (AdvED)</b></p>	<p>1. Ensure all staff can access CTLS and disaggregate data in a manner that best impacts student achievement.</p> <p>2. Create a FFAS Pilot Team.</p>	<p>1. CTLS PD Exit Survey</p> <p>2. FFA Results</p>	<p>Administration Teachers Coaches 8<sup>th</sup> Math Team</p>	<p>CTLS PD for staff FFAS Touchstones</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>1. Refine Data Teams to increase support &amp; accountability. Data Teams will be a standing meeting. Ensure utilization of RI and MI data and accompanying recommended interventions in planning. This process will be supported by including RI/MI Administrators and academic coaches in Data Team meetings.</li> <li>2. Utilize Universal Screeners to examine and adjust instruction based on Lexiles, Quantiles and recommended interventions.</li> <li>3. Provide PD in usage of quantiles.com to identify recommended interventions.</li> <li>4. Tier instruction based on RI &amp; MI data.</li> <li>5. Ensure usage of Common Formative Assessments</li> <li>6. Utilize RI/MI probes in RTI process</li> </ol>	<ol style="list-style-type: none"> <li>1.Data Cycle Minutes ,TKES process &amp; Lesson Plans</li> <li>2.Screener scores</li> <li>3/4/5Evaluation of common formative assessments through the data team process</li> <li>6.RTI progress and enrollment</li> </ol>	<p>Administration Teachers Coaches</p>	<p>Quantile.com PD Lexiles.com PD Administration of RI/MI Screeners Screener PD Title 1 Instructional Coaches</p> <p>-Data Evaluation software</p> <p>Parent Training” in Quantils.com e &amp; Lexils.com &amp; USA TestPrep</p>	<ol style="list-style-type: none"> <li>1. Data teams were incorporated into the collaboration process every Tuesday as part of the larger PLC framework. RI and MI data were used in instructional planning, in the RTI process, and to determine tutoring interventions as part of our “20 Day” tutoring program.</li> <li>2. RI and MI data was reviewed in data teams and used by teachers to adjust instruction based on student ability.</li> <li>3. Quantiles.com training was provided to math teachers. Teachers also conferenced with their students on their MI score and how to interpret it.</li> <li>4. This did not occur with fidelity</li> <li>5. Common assessments were completed as part of the data team process once a quarter. In addition, a pilot team of math teachers were trained and used the FFAS system to incorporate common formative assessments.</li> </ol>	<p>TBD</p>
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					<p>6. RI and MI data were used as data points in the RTI process.</p>	
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<p>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. <b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Create Rigorous Common assessments</li> <li>2. Develop a formative assessment plan reflective of pacing guides, the data team cycle &amp; our school calendar to maximize CPT results.</li> <li>3. Track student progress by evaluating results of Common Assessment through Data Team Cycle.</li> <li>4. Utilize common formative assessments that require written response to prompts.</li> </ol>	<p>1 Results of SLO's Touchstones EOG EOC Common Summative Assessments TKES ratings</p> <p>2 Data Cycle Minutes</p> <p>3 Common Formative Assessment Unit Plan</p> <p>4 Milestones Writing Rubric</p>	<p>Administration</p> <p>-Department chairs</p> <p>-Teachers</p>	<p>Literacy TA PD</p> <p>Writing Exemplars</p> <p>Collaborative Scoring- Milestone Rubric Usage PD</p>	<ol style="list-style-type: none"> <li>1. Work was begun on this, but significant progress still needs to be made. Science personnel from the district assisted the Smitha science department. We feel with continued education from the Solution Tree PLC process, that significant work can be done in this area in the coming school year.</li> <li>2. Common formative assessments were created and charted by grade-level, subject-areas. These groups required to complete formative assessments, at a minimum, twice per a quarter.</li> <li>3. Common assessments were used to track student progress as part of the Data Cycle Process incorporated into collaboration.</li> <li>4. All grade levels use common formative assessments that require written prompts.</li> </ol>	
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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 Facilitate Collaborative Planning by including Academic Coaches in the process to provide needed strategies as indicated by the results of common assessment data.</p> <p>2 Refine existing PLC's to ensure actions and decisions are data driven</p> <p>3 Strengthen existing RTI process by:</p> <ul style="list-style-type: none"> <li>a. Assigning specific roles in the RTI process to specific individuals.</li> <li>b. Better utilization of technology to record probes &amp; monitor &amp; share student progress.</li> <li>c. Identify CSIS support leads &amp; train teachers in CSIS usage.</li> </ul> <p>4..Provide PD based on identified needs through the TKES evaluation process</p>	<p>1 Common Assessment Data</p> <p>2 Grade level pass/fail rates</p> <p>3 RTI enrollment</p> <p>4 TKES ratings</p>	<p>Administration</p> <p>-Title 1 Instructional Coaches</p> <p>-Counselors</p>	<p>-Title 1 Instructional Coaches</p>	<ol style="list-style-type: none"> <li>1. Collaborative planning was facilitated by the academic coaches. Teachers were provided with needed strategies and additional district level personnel assisted when necessary.</li> <li>2. PLCs were refined to ensure that actions and decisions were data driven. Specific guidelines were created and implemented.</li> <li>3. The RTI process was overhauled and an administrator served as the facilitator. Students' data was reviewed and students were added, removed or continued based on data. Smitha will serve as a proof of concept school based on training provided this year. A google document that was shared through Office 365 was utilized to update students and provide data that was analyzed and added into CSIS. CSIS training was provided to all data managers via professional development.</li> <li>4. Professional development was provided on Co-</li> </ol>	
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					Teaching pairs, State provided PD on SLDS, Data analysis and English Learner Training, Office 365, differentiated staff development based on teacher choice, rigor, and student engagement.	
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<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>1 Maintain existing <u>guided reading</u> program with better identification of qualifying students and monitoring with fidelity. 2. Implement Read 180 /System 44 3Continue Reading Connections Course.  4 Utilize remedial ELA classrooms to support below grade level readers. 5 Implement SWD REWARDS intensive reading intervention for 7<sup>th</sup> &amp; 8<sup>th</sup> SWD's.</p>	<p>1.District RI/MI screeners 2.District Ri/Mi screeners 3.EOG Results 4.EOG Results 5.Pre/Post assessment built into the REWARDS program.</p>	<p>Administration  -Title 1 Instructional Coaches  -Remedial Teachers: Miller Pomroy S. Allen  SSA</p>	<p>Guided Reading PD  -RAZ Kids Reading A-Z Science A-Z  READ180 System44  Title 1 allotment for Reading Support Teacher  REWARDS</p>	<p>1. Universal screener (RI), IOWA and EOG scores were used to identify and support student needs.  2. The Reading Support teacher was trained and implemented Read 180 and System 44 to students identified as needing additional support.  3. Reading Connections continued this year, but transitioned into Read 180 in January.  4. Remedial ELA and Math courses were created to support students in need of additional support. District level training was provided to staff members serving as remedial teachers.  5. Training was provided for staff members in 7<sup>th</sup> and 8<sup>th</sup> grade on the REWARDS intensive reading program. Teachers implemented the program for the remainder of the school year.</p>	
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<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>1.Utilize various data points to ensure students placement in appropriate math class (Extension, Remediation, etc.)</p> <p>2.Utilize IXL-Math for remediation. Individualize student instruction based on student quantiles</p> <p>3.Utilize extended day tutoring</p>	<p>1.District Math Screen, CCRPI MS Math-EOG &amp; Data Cycle Minutes</p> <p>2. MI Screener Results</p> <p>3.Common Formative Assessment Results</p>	<p>Administration</p> <p>-Title 1 Instructional Coaches</p> <p>Math Teachers Math Support</p>	<p>IXL training</p> <p>MI Math Support Allotment</p> <p>Quantiles.com PD</p> <p>Parent Support &amp; training in quantiles.com</p>	<p>1. IOWA/EOG, MI and teacher recommendations, formative and summative assessments were used to ensure student placement in appropriate math classes.</p> <p>2. Based on the use of online programs the need did not arise to use IXL Math.</p> <p>3. A fall cycle from October to December and a Spring Cycle for extended day tutoring was provided for students based on the following criteria: RI/MI data, EOG scores, grades and teacher recommendations when the aforementioned was not available (new students).</p>	
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<p><b>7. Increase number of students academically completing every grade.(S)</b></p>	<p>1.Continue implementation of extended day tutoring program and expand participation with the creation of Saturday classes designed for more targeted and specialized instruction.</p> <p>2.Usage of RI/MI to create and deliver individualized instruction.</p> <p>3.Require usage of teacher Blogs</p> <p>4.Team with feeder schools for vertical articulation to ensure common expectations for performance &amp; rigor</p> <p>5.Align Data Team &amp; RTI process to identify at-risk students earlier and provide intervention</p> <p>6.Develop Dropout Prevention Team</p>	<p>1.Quarter pass/fail numbers</p> <p>2.TKES Evaluation &amp; EOG Results</p> <p>3.TKES Evaluation</p> <p>4.EOG Results</p> <p>5.RTI Enrollment</p> <p>6.Quarterly Pass/Fail report</p>	<p>Administration Teachers</p> <p>Academic Coaches</p> <p>Counselors</p>	<p>Title 1 20 Day Funds</p> <p>RI/MI PD Quantiles.com Lexiles.com</p>	<p>1. Two cycles of extended day tutoring occurred before and after school throughout the school year. Saturday School sessions were offered from February through May.</p> <p>2. RI/MI data was used to identify students in need of additional support. Students were referred to RTI.</p> <p>3. Teacher blogs were created and monitored by evaluating administrator on an on-going basis.</p> <p>4. Math and ELA departments worked with Osborne High School on an expanded basis. Unfortunately time did not allow for the feeder elementary schools. This presents a problem, as this collaboration is necessary.</p>	
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

**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 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><u>Focus Priority Status:</u></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>1.Utilize Read180/System44 2.Expand foreign language program to all grade levels 3.Expand PBIS to progress from Installing Status to Emerging Status</p>	<p>1.RI/MI Result 2.Spanish SLO Results 3.PBIS EOY Evaluation Rubric &amp; BoQ Survey Results</p>	<p>Academic Coaches  PBIS Team</p>	<p>PBIS PD  Restorative Practices PD  Cell Tower Grant</p>	<p>1. Read 180/System 44 was implemented by the Reading Support teacher based on student need.  2. Spanish was offered to students in Grades 6-8. With high school credit being offered for the two 8<sup>th</sup> grade classes.  3. The PBIS philosophy was formalized with the incorporation of weekly rewards, quarterly rewards, teacher celebrations, an electronic tracking system for student behavior.</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>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<p><u>1. Not reading on grade level</u></p> <ol style="list-style-type: none"> <li>a. Continue Reading Support Class.</li> <li>b. Add Read180/System44</li> </ol> <p><u>2. Unsuccessful in Math/Algebra:</u></p> <ol style="list-style-type: none"> <li>a. Refine existing Math Connections Program for the delivery of math foundational skills.</li> <li>b. Utilize IXL Math</li> <li>c. Utilize MI to monitor fluency growth</li> <li>d. Utilize RI to monitor comprehension growth</li> <li>e. Utilize quantiles.com to address missing prerequisite skills</li> </ol> <p><u>3. Not on-track for graduation:</u></p> <ol style="list-style-type: none"> <li>a. Refine existing before/after school tutoring program to be more data driven.</li> <li>b. Create Dropout Prevention Support Team.</li> </ol>	<ol style="list-style-type: none"> <li>1. RI Data, EOG Results</li> <li>2. EOG Data, MI Data, RI Data &amp; IXL Math Data</li> <li>3. Extended Day Tutoring Pre/Post Test, SLO Pre/Post, CCRPI Score (number of students passing four content classes &amp; Milestones) &amp; Quarterly Pass/Fail Reports</li> </ol>	<p>Admin Coaches Teachers</p> <p>Counselors</p> <p>Department Chair</p>		<ol style="list-style-type: none"> <li>1. Reading support was offered through a connections class all year long. The reading connections teacher was trained on the Read 180 in the fall semester and started the program in January.</li> <li>2. Through the district's office of Personalized Learning, we were offered a grant to incorporate Math 180 as one of our intervention strategies in our math connections program. Again, this teacher was trained in the program first semester and started the program in January.</li> </ol> <p>As a result of other internet-based academic support sites already in use, and due to the inclusion of the Math 180 program, IXL was not incorporated into our math intervention and support strategies.</p> <ol style="list-style-type: none"> <li>3. Students who were not meeting learning expectations were provided multiple opportunities to attend intervention programs; before and after school tutoring, individual teacher tutorials, and</li> </ol>	
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					<p>Smitha Saturday Academy.</p> <p>In addition, starting in February we set out to meet with families of students in jeopardy of failing. This program was called AIM, Academic Intervention Meetings. We met with over 120 families during a few weeks' time.</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>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	1.Reduce Behavior Incidents via PBIS	1.SWIS	PBIS Team Student Recognition Team	SWIS PBIS World	1. With our revamped PBIS program we had hoped to decrease referrals, but unfortunately this did not occur. Referrals increased from 1555 in the school year 2015-2016, to 2101 in school year 2016-2017. Perceived reasons for this were outlined in the end of the year PBIS report provided to the county.	

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (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> (<u>Due September 1, 2016</u>)</p>					
<p>1.</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> (<u>Due June 30, 2017</u>)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p>1.</p>						

<p>2. Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>1.Ensure effective communication with front office –Allowing them to address parent questions/concerns</p> <p>2.Utilize blogs for daily communication regarding teaching and learning.</p> <p>3.Ensure stakeholder participation (parents, partners in education, staff, and community members) in critical school processes by soliciting their input and using survey results to find the most effect dates for, and means of, collaborating.</p> <p>4.Facilitate parent completion of Climate Surveys by providing opportunities to do so during conference week.</p>	<p>1.AdvED Survey Results</p> <p>2.TKES Data</p> <p>3.Student Health Survey &amp; Climate survey results.</p> <p>4.Climate Survey completion rate.</p>	<p>-Local School Administration</p> <p>-Title 1 Parent Facilitator</p> <p>-Intervention Specialist</p> <p>-Teachers</p>		<p>1. School secretary was included in administrative meetings during operational agenda items. Outlook calendar was utilized more effectively to note school functions.</p> <p>2. Teachers were expected to update blogs everyday regarding each day’s lesson, homework, and upcoming assignments and assessments. This was monitored by administration.</p> <p>3. Staff – staff were encouraged to be a part of leadership team, where anyone was allowed to attend. Electronic surveys were used throughout the year to solicit feedback on various items. In addition, the principal had an open door policy for teachers to come and discuss issues and concerns.</p> <p>Students – student council helped provide administration with critical feedback from students. In addition, students routinely talked with staff regarding issues and needs.</p>	
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					<p>Parents – PTSA events were held throughout the year to involve and solicit feedback from parents. Numerous Title I programs were also held. Administration held various articulation activities for parents, as well as feedback sessions in December and May.</p> <p>4. Partners in Education and Community Members – We need to work on seeking input from these members. We increased our partnerships with the community this year, but need to follow up in a more formal way for evaluative purposes.</p>	
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>See Title I Plan</p> <p>1.Deliver Quarterly Principal’s “Coffee Talks” as an opportunity to dialogue with stakeholders regarding critical schoolwide concerns and opportunities.</p>	<p>1.Attendance rate &amp; Climate Survey results</p>	<p>Principal</p>		<p>1. This was not done quarterly this year, but once at the end of each semester.</p>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</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)	<b>Focus Priority Status:</b> 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> )	1.Determine what Highly Effective means at Smitha based on our data & student needs	1.Teacher Retention Rate  TKES	-  Administration		1. This process was not completed formally.	
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. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (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. <b>(AD)</b>	1.Deliver PD in Creating Academically Challenging Classroom to all staff members twice each month. 2.Conduct Focus Walks and provide feedback and targeted intervention as needed	1.TKES Data 2.Focus Walks Data	Administration Academic Coaches		1. Professional Development centered around the caveats of student success were part of the school calendar on every other Thursday throughout the school year.	
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	1.Continue to relate PD to surveys and platform feedback.	1.TKES Data	Administration	Title 1 Funding	1. LKES results were used to reflect on student performance and to start a dialogue about the performance of the principal as it related to the many factors that are essential in student success.	
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						