

## 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:</i> (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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Design lesson plans that address student needs	Lesson plans	Grade level teams and special education units team	OnCourse lesson planning software (cell tower funds) and weekly Wednesday horizontal team planning meetings	Developed digital lesson plans through collaboration	IP
	Engage in the data team process to adjust instructional priorities (GAA peer review process for special education units)	Data team records			Utilized CTLS to facilitate the data team process and focus on instructional priorities	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. <b>(S)</b>	Create common, formative assessments	Common formative assessments	Horizontal teams	Weekly Wednesday horizontal team planning meetings and monthly Tuesday vertical team planning meetings	Administered CFA to support progress monitoring	IP
	Align academic priorities within vertical teams for language arts and mathematics	Vertical team meeting minutes	Vertical teams		Engaged in vertical alignment collaboration sessions to address selected content area goals	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Differentiate professional learning to facilitate the effective implementation of data team processes (GAA peer review process for special education units teams)</p> <p>Collaborate within grade level teams to investigate intervention strategies to increase student achievement</p>	<p>Professional development plans</p> <p>RTI grade level meetings and Student Focus grade level meetings</p>	<p>Grade level teams, subject area coordinators, and administrators</p>	<p>Friday professional development clusters and Tuesday RTI and Student Focus meetings</p>	<p>Engaged staff in PD sessions for CTLs support and differentiated work sessions</p> <p>Designed a RTI cycle from weekly to bimonthly to maintain an effective intervention system</p>	<p>IP</p> <p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement a diagnostic assessment to determine current reading levels</p> <p>Analyze reading level data and implement a tiered intervention plan based on proficiency levels</p>	<p>Reading data</p> <p>Intervention plans</p>	<p>Language arts teachers and language arts and reading coordinators</p>	<p>Reading screening assessment, reading-focused Academic Habits sections, and tutoring offerings (20-day funds)</p>	<p>Administered the universal screener through language arts classes</p> <p>Developed instructional plans through language arts classes, flexible grouping through Academic Habits sections, and additional instructional support through an extended day program</p>	<p>IP</p> <p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Implement a diagnostic assessment to determine current math levels (in addition to recent Milestones achievement)</p> <p>Analyze math achievement levels (also using common, summative assessments) to develop an intervention plan</p>	<p>Math data</p> <p>Intervention plans</p>	<p>Math teachers and math coordinator</p>	<p>Math assessments, Math Support Classes (connections class and tutoring on select days; 20-day funds), and math-focused Academic Habits sections (if needed)</p>	<p>Administer the universal screener through math classes</p> <p>Develop instructional plans through math classes, flexible grouping through Academic Habits sections, and support through an extended day program</p>	<p>IP</p> <p>IP</p>

7. Increase number of students academically completing every grade.(S)	Monitor student achievement data to identify students who are struggling to meet promotion requirements	Progress report and report card grades	All Staff	Tuesday RTI and Student Focus Meeting Cycle	Developed intervention plans with team support from student achievement data analysis	IP
	Coordinate a cycle of RTI and Student Focus meetings to develop interventions and monitor student progress	Intervention plans and monitoring record			Documented intervention plans within the portal and used data to make decisions about academic and behavioral interventions	IP
8. Other: Develop and implement a student writing initiative to improve student writing skills	a. Design a writing rubric to support assessment plans	Writing data and intervention plans	Grade level teams	Partnership with KSU and common planning time	a. Implemented staff calibration activities for collaborative scoring	IP
	b. Design and implement student writing tasks to assess with the adopted rubric				b. Administer pre and post assessment writing tasks across all grade levels	IP

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
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)		
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	Implement student leadership initiatives across each grade level	Lesson plans for each grade level (include 6 <sup>th</sup> grade: Character Counts and 7 Habits, 7 <sup>th</sup> Grade: 7 Habits, and 8 <sup>th</sup> Grade: Habitudes and 7 Habits)	Grade level teams	Leadership materials and training (local funds, SFSD funds, and school foundation funding)	Addressed Character Counts, 7 Habits, and Habitudes initiatives and determined to continue focus with 7 Habits across each grade level	IP	
	Design and implement challenge based learning experiences across each grade level				Grade level teams addressed instructional priorities within specialized Academic Habits sections	IP	

Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	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 <b>(S)</b>	<ol style="list-style-type: none"> <li>1. Implement reading-based programs that address the needs of students reading below grade level</li> <li>2. Implement math-based programs that address the needs of students struggling with mastery of grade level standards</li> <li>3. Implement programs that target student compensatory skills to earn promotion to the next grade level</li> </ol>	Achievement data and intervention plans	Grade level teams	Special class sections and tutoring program (20-day funds)	<ol style="list-style-type: none"> <li>1. Designed and implemented reading focused Academic Habits sections in addition to small group reading support</li> <li>2. Designed and implemented math focused Academic Habits sections in addition to small group math support</li> <li>3. Designed and implemented organizational and learning/study skills within grade level and Academic Habits sections</li> </ol>	<p>IP</p> <p>IP</p> <p>IP</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	

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<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> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met



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>	Create a professional learning community within staff teams to focus on student achievement initiatives	Lesson plans, common assessments, and data team records	Grade level teams	Common Planning Time	Established a collaborative planning schedule to address student learning priorities	IP
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>	Develop, monitor and analyze collected data to facilitate improved professional practices	TKES/LKES Data	Administrators	State platform and training	Provided staff feedback and collaborative meetings to celebrate and improve performance	IP