

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 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)	<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. (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)	Implement data teaming process, by subject/grade, utilizing student achievement data (common assessments) and instructional data (TKES Standards 3, 4, 8) every 6 weeks to triangulate the data and inform instructional decision-making.	Weekly Collaborative/ Data Teaming Process by grade/subject; Weekly Lesson Plan review; TKES Data every 2 weeks by teacher/ department	Administrators	Training on data team process	All teachers were trained by county personnel on Interrater Reliability, PLC, and Data Teaming. Teachers completed peer walkthroughs based on standards 3, 4, and 8. The data teaming process was emerging for the school. Limited content area groups used student performance to inform instruction while some groups discussed student performance. Closer adherence to PLC (Cohort 4 CTLS) process will be utilized in the upcoming year so all groups operate on the same level.	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>Create common assessments, collection of student achievement data, and review of student learning progress through weekly collaboration</p>	<p>Student progress monitoring via benchmarks and formatives); Benchmark Assessment Data (every 6 weeks for ELT scheduling); Weekly review of Lesson Plans; Walkthrough review of Lesson Plans</p>	<p>All teachers Administrators</p>		<p>Common assessments were created and data was collected and discussed in weekly collaboration. Limited content area groups used student performance to inform instruction while some groups discussed student performance. Closer adherence to PLC process will be utilized in the upcoming year so all groups operate on the same level.</p>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide ongoing professional learning and release time for the coordinator to collect, analyze, and facilitate data team discussions relative to the three targeted areas for instruction/learning improvement: GEM Standards, Engagement, Assessment.</p>	<p>Learning Walks (each teacher, every 2 weeks); TKES Data every 2 weeks by teacher/departement; Lesson Plan Monitoring (weekly by admin);</p>	<p>Administrators</p>	<p>Professional Learning Community training Data Team training TKES Training</p>	<p>Professional learning occurred bi-weekly, and content release times took place once per semester. County personnel provided Interrater Reliability Training, PLC, and Data Teaming Training. Our PLC process was emerging.</p>	<p>IP</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide specialized instruction for below grade-level readers (based on Lexile scores) in ACADEMY. Integrate Active Literacy Strategies Across the Curriculum (Book study) to develop reading for information, vocabulary, identifying main and supporting ideas (per identified areas of weakness).</p>	<p>Access Performance Bands, IEP Probes, Write Score Data, Benchmark Data, Universal Screener Data, Lexile Scores</p>	<p>All teachers</p>	<p>RI Training</p>	<p>Barber Academy students, low performing special education and on-level students received Read 180 and/or Systems 44 instruction to address reading deficiencies. The percentage of students reading on grade level increased on the Milestones by: 6th grade- 12.9%, 7th grade-4.5%, and 8th grade- 5.9%. Based on data disaggregation highly identified needs, we integrated the RACE Writing Rubric across all content areas to address writing deficiencies. There was no book study.</p>	<p>IP NM</p>
<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>	<p>Provide specialized instruction for students performing below expected grade level (based on benchmarks, ACCESS, ITBS, and CRCT) in Math Connections and in ACADEMY.</p>	<p>IEP Probes, Universal Screener Data, FasttMath Reports/Data, Fraction Nation Reports/Data, USA Test Prep</p>	<p>All math teachers, Ms. Hemmings, Ms. Watts, Mr. Fields</p>		<p>Barber Academy served approximately 31 students in 7th and 8th grade. Math Connections classes served students in all grades: 6th- 62 students 7th- 56 students 8th- 60 students Students who experienced math difficulty utilized MobyMax and Math 180 technology. The percentage of students who met CCRPI requirements on the Milestones increased by: 6th grade- 10.4%, 7th grade- 2.5%, and 8th grade- 5.4% (Algebra I decreased by 4.7%).</p>	<p>M</p>

<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Implement Data teaming process, by subject/grade, utilizing student achievement data (common assessments) and instructional data (TKES- Standards 3, 4, 8) every 6 weeks to triangulate the data and inform instructional decision-making. Deliver classroom guidance lessons and small-group study skills. Implement RTI process with fidelity, involving all stakeholders. Implement Truancy Intervention Panels to identify risk factors negatively influencing low academic performance/attendance issues. Utilize data to enroll students in remedial/enrichment ELT classes to provide individualized instruction.</p>	<p>Weekly Collaborative/ Data Teaming Process by grade/subject; Weekly Lesson Plan review; TKES Data every 2 weeks by teacher/department Inclusion of 2015 Fail Report in study skills group; Classroom guidance lessons Monthly RTI meetings; Data collection per student; grade reports; parental involvement Monthly TIP Meetings; Coordination of resources ELT Rosters each 6 weeks</p>	<p>All teachers Counselors, Social Worker, Administrators</p>	<p>Data Team Training, TKES Training</p>	<p>All teachers were trained by county personnel on Interrater Reliability. Teachers completed peer walkthroughs based on standards 3, 4, and 8. The data teaming process was emerging for the school. Counselors provided classroom guidance lessons and met with small groups and individuals to improve academic performance. They, along with the teachers, were essential to our functional RTI process. Counselors and School Social Worker coordinated TIP, and we had a 96.2% attendance rate. Based on RI and MI performance students, were placed in appropriate ELT classes- especially those who needed additional math assistance via Math 180. There were approximately 5 retained students in the school.</p>	<p>IP M</p>
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

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

<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 (<u>Due September 1, 2016</u>)</p>					
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</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></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) 	<p>Integrate various technology resources as appropriate for individualized/specialized instructional support: Read 180, FasttMath, Fraction Nation, USA Test Prep Schedule students into supplemental instructional classes as appropriate: Math Connections and Barber Academy Increase ESOL services for eligible students (ALL SWD and ELL served) Loop 6th to 7th math teacher for one section of targeted students Provide counselor intervention (Fail List) to support study skills Provide individualized/specialized instruction as appropriate through RTI Intervention</p>	<p>Student progress monitoring through various measures: Access Performance Bands; IEP probes; Write Score Data; Benchmark Data; Universal Screener Data; Lexile Scores; FasttMath Reports/Data; Fraction Nation Reports/Data; USA Test Prep; Skills Tutor</p>	<p>Ms. Burt</p>	<p>Students were assessed using the Reading Inventory. Based on performance, students were scheduled into Read 180 and Systems 44 classes, and teachers used USA TestPrep within content area classes. The percentage of students reading on grade level increased on the Milestones by: 6th grade- 12.9%, 7th grade-4.5%, and 8th grade- 5.9%. Barber Academy classes were established, and Math Connections classes served students in all grades: 6th- 62 students 7th- 56 students 8th- 60 students Students who experienced math difficulty utilized MobyMax and Math 180 technology. The percentage of students who met CCRPI requirements on the Milestones increased by: 6th grade- 10.4%, 7th grade- 2.5%, and 8th grade- 5.4% (Algebra I decreased by 4.7%). All eligible ESOL students received services. Counselors supported interventions identified through RTI process for failing students.</p>	<p>IP</p>
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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	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
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Seek and evaluate stakeholder input for critical processes. (AdvED)	Administer School Council Survey Engage parents in the Barber Academy: contract, activities, and book study (supported via Parent Facilitator) Collect parent input at beginning of school year for areas of interest to inform planning for Parent Nights Solicit parent feedback for Title I Plan Develop and Implement Counselor Advisory Committee	Student feedback and School Council response Parental involvement/ stakeholder satisfaction Creation of programs for Parent Nights Parent feedback and modifications Parent feedback and participation	Administrators Parent Liaison		School Climate Surveys and Title I Parent Surveys were completed. Barber Academy parents attended an informational night to learn more about the academy and ask questions to improve students' experiences. Parents also provided input regarding programs, events, and activities through the Input Meetings held twice this year. No Counselor Advisory Committee was established.	IP

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	See Title I Plan	Title I Office	Leadership Team	See Title I Plan	A host of family engagement activities were planned and executed to enhance parental involvement: -Meet & Greet -Open House -Title I Information Meeting -Magnet Information Session -Wellness Festival -Family Learning Nights -Holiday Lunch & Learn Principal Coffee & Conversations -Black History Program -Barber College Planning Night	M
Other: (Priorities specific to school, division, or area. Can be multiple.)						

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Include/involve teacher leaders, assistant administrators, and other key personnel on panels for selection of faculty and staff members.	Percentage of HQ teachers hired TKES Summative Assessment results	Administrators		A selection team which consisted of administration, Academic Coach, and Department Chair, was used to identify the best candidates for employment. All staff members were 100% highly qualified.	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. (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)	Re-define professional norms for the entire school, establishing collaboration protocol that focuses discussion on teaching and learning that is Genuine, Engaging, and Meaningful (GEM) (Standards, Engagement, and Assessment) Develop and Implement an Induction program and mentoring support for new teachers to Barber and new teachers to the profession	Ongoing collaboration Establishment and implementation of common assessments in all subject/grades Effectiveness of Data teams Stakeholder satisfaction	Administrators	Data Team training PLC training New Teacher training	Certified staff received PLC and data training from county personnel. Each collaborative team identified norms. Academic Coach coached, mentored, observed, and modeled lessons for new teachers regarding instruction and management.	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)	Implement Data teaming process, by subject/grade, utilizing student achievement data (common assessments) and instructional data (TKES- Standards 3, 4, 8) every 6 weeks to triangulate the data and inform instructional decision-making.	Collaborative/ Data Teaming Process, Lesson Plans, TKES Data	All teachers Administrators	Data Team training TKES training	All teachers were trained by county personnel on Interrater Reliability, PLC, and Data Teaming. Teachers completed peer walkthroughs based on standards 3, 4, and 8. The data teaming process was emerging for the school.	IP
Other: (Specific to school, division, or area. Can be more than one.)						

