

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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">Focus Priority Status: 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. (S) (AdvED)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Monitor mastery of standards through the data team process on a weekly basis.</p>	<p>SLO, Common Formative Assessments, Common Unit Summative Assessments;, CTLS</p>	<p>Teachers, Academic Coaches, Administration Data team facilitators</p>	<p>State and local data; Weekly collaboration time</p>	<p>Weekly data team meetings are spent disseminating data, identifying strengths and weaknesses and adjusting instruction. Teachers are using CTLS to extract data.</p>	<p>IP</p>
<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. (S)</p>	<p>Further develop Professional Learning Communities by focusing on the 5 step data cycle. Assessments developed through CTLS</p>	<p>Standards Based Grading, Teacher made rubrics, , CTLS</p>	<p>Teachers, Academic Coaches, Administrators Data Team Facilitators,</p>	<p>Dedicated Planning Times, vertical planning time</p>	<p>Faculty and staff completed training in Phase 2 of CTLS. Formative assessments have been developed for Math, Science and Social Studies and teachers are administering the formative assessments through CTLS at least once per month.</p>	<p>IP</p>

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Design Professional Development aligned to IB action plan, Title 1 goals, CCRPI Data and SSP goals with focus on PBL and DOK 3 and 4. Support Reading Cohort</p>	<p>Evaluation and implementation of action plan developed during Professional Development; Common Formative Assessment Data;</p>	<p>IB Committee; Academic Coaches; Teachers; Administrators ; Professional Learning Committee;</p>	<p>Release day for PD; Monthly dedicated time for Professional Learning and faculty meetings.</p>	<p>Professional Development sessions were developed and delivered successfully aligned to identified goals. All teachers took part in sessions differentiated based on need and personal choice. Teacher-led PL sessions were held monthly.</p>	<p>M</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Increase student involvement in reading programs through programs such as "Genius Hour" sponsored by Media Specialist and ELA/Reading classes. Increase student Lexile scores through grade level Reading Classes</p>	<p>Lexile scores; Read 180 data; Common Formative Assessment Data; EOG tests</p>	<p>Media Specialist; Content teachers, Literacy Coach; Read 180 teachers for identified students, Grade-level reading teachers</p>	<p>SRI Licenses; Read 180 System 44; Language Live</p>	<p>Reading was added as 5th academic class during 2016-2017 school year which has resulted in an overall increase in Lexile scores as determined by the Reading Inventory. Students proficient in ELA/Reading showed a 9% growth in Level 3 and 4 scores as measured by the Milestone EOG.</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 & HS Algebra Scores)</p>	<p>Increase math fluency through Math Connections; Scholastic Math Inventory.</p>	<p>Focus on Standards Based Grading; Common Formative Assessment data</p>	<p>Math Teachers; Math Connections Teacher; Math Coach;</p>	<p>Scholastic Math Inventory; Moby Max</p>	<p>Students scoring Below Basic and/or Level 1 and 2 on the previous year's EOG were enrolled in Math Connections and exited only if scoring Proficient on the Math Inventory (MI). The average student enrolled showed an increase of 100 Quantile points (one grade level). There was a decrease in Level 1 students in all grade levels and increase in Levels 2 and 3 while Level 4 remained steady.</p>	<p>IP</p>

<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Math and Reading Support programs to address students that are struggling in math and reading</p> <p>Add reading as academic classes and AC Gifted Resource classes.</p> <p>Provide research based strategies and interventions to targeted students (through RTI process).</p> <p>Increase student and parent monitoring process through quarter-based grading.</p>	<p>Data Points from RTI Interventions; Percent of students passing at five courses in core content areas (ELA, Math, Science, Social Studies, Reading, and World Language monitored quarterly.</p>	<p>Administrators , counselors, Academic Coaches; Teachers; Students; Parents/ Guardians</p>	<p>Progress reports; Report Cards; Data Points from RTI Interventions</p>	<p>Students academically completing every grade is steadily increasing due to the interventions in place.</p>	<p>IP</p>
<p>8. Other: Continuation of the implementation of the Middle Years Program (MYP)</p>	<p>Increase rigor and relevance through inquiry based approach to learning by continuing the implementation of the Middle Years Program.</p>	<p>IB Rubrics, Common Formative Assessment data and EOG data.</p> <p>Student Engagement Self Survey On Task Behavior Data Form</p>	<p>Administrator Teachers, Academic Coaches; IB Committee; faculty and staff</p> <p>Designated ELA/Math teachers</p>	<p>Designated collaboration time for IB Unit development.</p>	<p>IB units have been completed for all units of study in all academic areas. Next steps- develop IB units in World Language, Fine Arts, Technology and PE/ Health.</p> <p>A well-defined plan for the 8th grade Community Service Project was developed this year and was very successful.</p>	<p>IP</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 (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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Continue evaluating IE2 Proposals for iPad and Laptop carts and model teaching.</p> <p>ESOL IE² Innovative Model allows ESOL endorsed teachers to serve as the ESOL teacher as well</p> <p>Creation of local IE2 committee to help identify innovative practices and resources to support their implementation.</p>	<p>Compare implementation team with non-implementation team data by growth in: Access test, RI, MI</p>	<p>IE² committee</p> <p>ESOL Administrator and Coordinator</p> <p>Principal and IE2 Committee Chair</p>	<p>Technology (iPad and Laptop Carts)</p>	<p>. The identified teams were successful in implementing their plan to use technology to enhance instruction and assessment as measured by access testing, MI and RI data.</p> <p>A 6th grade team was created to include only ESOL endorsed teachers. The team experienced the highest increase in students scoring proficient (compared to other non AC teams) on the Math, ELA Milestone EOG.</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. Increase reading Lexiles through Reading as a content class 2. Increase math fluency through Math Connections classes. 	<p>Common Formative Assessments data, EOG data, RI, MI</p>	<p>Administrators , all content teachers, Media Specialist; Reading Math Connections and Read 180 teachers</p>	<p>Licenses for Read 180, SRI, SMI, Reading Cohort</p>	<p>Students scoring Below Basic on the RI and/or Level 1 and 2 on the ELA EOG were enrolled in Read 180 and had Lexile increases around 80 points. Other students scoring Basic and above increased Lexiles as well. Students enrolled in Math Connections showed continuous growth in Quantile scores, many becoming proficient and exiting the program.</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>Increase student engagement and academic motivation through further implementation of PBIS.</p> <p>Train the new faculty and staff in the PBIS model.</p>	<p>Discipline Data; CCRPI Results; Student Health Survey Results</p>	<p>Administration , school culture committee, PBIS Committee</p>	<p>District Training and Support</p>	<p>New faculty were trained in PBIS during the first semester of 2016. Disciplinary referrals resulting in OSS has decreased by 10%.</p>	<p>IP</p>

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

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Provide opportunities for communication with and input from parents and families through the Parent Compact (Title 1); Partners in Education; PTSA; CMS Foundation; Watch Dog Dads, Communication through leadership teams</p>	<p>Title I and District and AdvED Surveys</p> <p>Monthly newsletter with a specific spotlight on areas in each monthly newsletter</p> <p>VIP Volunteer Program</p>	<p>Administrators Parent Facilitator, Faculty and Staff, Student, Family, Community Committee</p>	<p>Parent Nights, School Blog, Call Outs, Title 1 Input Meeting</p>	<p>Campbell MS continues to expand its outreach to parents and community members. In the 2016-2017 school year, CMS has started tweeting highlights and news.</p> <p>The CMS Foundation has raised funds for improvements in our Media Center (Learning Commons).</p> <p>Title 1 input meetings are held each semester and advertised via call outs and letters to parents.</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>See Title 1 Plan</p>	<p>See Title 1 Plan</p>	<p>See Title 1 Plan</p>	<p>See Title 1 Plan</p>	<p>Title 1 plan and Parent Compact are living documents and revised and monitored weekly.</p> <p>The programs and practices are monitored through the Title 1 office.</p>	<p>IP</p>

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Elicit stakeholders' participation in 8th grade students' community projects and PBIS.</p>	<p>Attendance at Parents Night Parent Surveys Attendance at Curriculum Night</p>	<p>Eighth Grade Students, Teachers, Community, IB Committee</p>	<p>Parent Nights, School Blog, Call Outs, Title 1 Input Meeting</p>	<p>A well-defined plan for the 8th grade Community Service Project was developed this year and was very successful.</p>	<p>IP</p>
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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><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>					
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Recruit highly effective teachers through CCSD job fair and transfer process.</p>	<p>Highly Effective measured by knowledge of DOK, higher order thinking strategies, Title I and PBIS needs and strategies, and International Baccalaureate Curriculum</p>	<p>Administration</p>	<p>Job Fair Candidate Pool</p>	<p>CMS participated in the job fair again this year, which resulted in the recruitment of several new staff members.</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>	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Provide differentiated job embedded school focused Professional Learning for all faculty such as Inquiry Design Model, PBIS strategies, IB unit planning, Reading Cohort, Classroom Management, New Teacher Cohort, and Peer Observations	Evaluation and Implementation of Professional Development	Administrators , Academic Coaches, Faculty	CCSD	All teachers have had the opportunity to participate in job embedded PL which has included Inquiry Design Model (facilitated by SS department); Classroom management; content specific pedagogy and IB unit planning. All faculty were trained in using CTLS (assessment and curriculum components).	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)	Support teachers through the coaching model approach for evaluation and professional learning plans	Dynamic Dashboard performance monitoring.	Administration , Academic Coaches	TLE platform reports.	All deadlines were met for TKES and LKES and staff members were provided feedback on four walkthroughs, two formative assessments as well as their summative. Academic Coaches support new teachers as well as teachers seeking professional growth	IP
Other: (Specific to school, division, or area. Can be more than one.)	Restructure school governance model to provide input and leadership for all staff.	AdvED administration surveys	Committee Members, Administration , Academic Coaches	-Microsoft Office 365 platform for collaboration.	All faculty members participated monthly in a Leadership Team as either a facilitator or active participant.	IP