

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)	-Provide a two-hour PD to teachers with visual examples of expectations for earning proficient on TKES standards 3, 4, 7, 8 (during November PD) -Implement and monitor the Focused lesson model and the non-negotiable standards-based classroom checklist, and our instructional focus of Reading, Writing and Literacy -Monitor Lesson plans which are turned in every two weeks	-TKES ratings for both -Results of the checklists	-Admin team, Academic coaches and subject area leaders	Videos for training	-The Admin team worked with Jennifer Gates to plan and deliver a 2 hour PD session for teachers on the evaluation of TKES standards. -The Focused lesson model checklist was used to assess teacher’s instructional delivery. We monitored RI results and had a 25 book Reading Campaign. -Lesson plans were reviewed every two weeks with a lesson plan checklist	Met for all
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)	-Utilize Reading and Math Inventories as diagnostics, and CTLS and USA Test prep for summative assessments -Create and use common assessments	-Results of each assessment	All teachers, coaches, and administrators	Funds from Title I to purchase USA Test Prep	-RI and MI were administered and monitored 3x during the year along with the use of CTLS and USA test prep. -Teachers utilized common assessments to monitor student learning and data was placed in CTLS.	Met for all

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>-Professional development has been developed around our focus of Reading, Writing and Literacy. Every other Wednesday teachers participate in targeted PD -Encourage teachers to participate in regional and national content specific PD as well as PLC conferences -Monitor progress of common assessments</p>	<p>-TKES walkthroughs and Focus Walks by the coaches</p>	<p>All teachers, coaches, and administrators District personnel and Title I coaches</p>	<p>Title I and II funds for attending conferences</p>	<p>-A PD schedule was established and academic coaches and district personnel provided regular PD. -Teachers in all content areas attended local and regional training- Athens-SS, Rock Eagle- Math, etc. -Weekly collaboration on Tuesdays occurred to develop common assessments and review results, remediate and enrich, etc.</p>	<p>Met for all</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>-Implement RTI strategies, a school-wide Read 180 initiative, and small group reading for Sped students. -Implement 25 book reading campaign -Hire a 7th grade reading tutor</p>	<p>SRI administered three times a year</p>	<p>Teachers, coaches, counselors, and admin, and parents</p>	<p>-Title I funds for Read 180 kits -20-day funds</p>	<p>-RTI strategies were implemented but further work is needed. -Sped students received small group reading and the Reading Campaign was implemented with reminders given throughout the year and rewards at the end of the year. -a 7th grade reading tutor was hired halfway through the year</p>	<p>In Progress Met for all below</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>-Implement RTI strategies and school-wide math remediation -Hire three math tutors (one per grade level) -Monitor progress of common assessments</p>	<p>SMI administered three times a year</p>	<p>Teachers, coaches, counselors, and admin, and parents</p>	<p>-Title I funds</p>	<p>-RTI strategies were implemented but further work is needed -Two math teachers were hired. -Weekly collaboration occurred throughout the year to develop and ensure student progress with common assessments</p>	<p>In Progress Met for all below</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> -Monitor RTI process. Teachers meet twice a month with counselors about students on RTI -Monitor and have conversations with teachers about grade distribution after progress reports and report cards are completed -Hire an 8th grade science and an 8th grade social studies tutor to support struggling students in both content areas -Implement a Saturday Academy for 4 weeks in Feb/March 	<ul style="list-style-type: none"> -Grade distribution reports -RTI and Sped data -Retention and Placement data -Results of common assessments 	<p>Teachers, coaches, counselors, and admin</p>	<p>20 day funds</p>	<ul style="list-style-type: none"> -RTI strategies were implemented but further work is needed. -We shared the grade distribution data and had conversations with teachers - Due to the difficulty with hiring qualified candidates, this plan was eliminated but Bubble students in SS/Sci were pulled during Connections for a month. -Saturday Academy classes were held for all four content areas 	<p>In Progress</p> <p>Met for all below</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> -Continue implementing the PLC process -Proceed with state STEM and AdvancEd certification -Monitor students' attendance to ensure that students do not miss any more than 6 days of school -Continue implementing PBIS 	<p>Documentation from weekly collaboration and guiding coalition meetings STEM Academies Attendance and Discipline data</p>	<p>All teachers, coaches, administrators and admin</p> <p>Attendance clerk and social worker</p>	<p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> -We rewrote our vision and mission, developed Norms and Collective Commitments. Weekly Collaboration with agendas were held. -Received State and AdvancEd STEM certification -Letters and meetings were held with parents of students who had truancy concerns. -Second full year of PBIS implementation 	<p>Met for all</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>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>		

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ol style="list-style-type: none"> 1. Transform Media Center into Learning Commons 2. Collaboration with Clarkdale and Powder Springs to provide math enrichment to 5th graders 	<p>Increase in the use of the Media Center Increase in the percentage of students who are eligible to take Math 6/7 as 6th graders</p>	<p>Media Specialist Admin team, teachers and elementary principals</p>	<p>Splost V and Cooper Foundation funds 20 day funds</p>	<p>-Splost V was approved and the foundation and school provided funds for small purchases of furniture -The Clarkdale collaboration continued all year for Math collaboration and for a part of the year with Powder Springs</p>	<p>In Progress 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>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)</p>	<ol style="list-style-type: none"> 1. Provide a 1.5 full time Read 180 teachers and Read 180 support for all grade levels during third period, a 7th grade reading tutor, and small group Read 180 for Sped students 2. Provide a full time math connections teacher, math connections classes for third period, hire three math tutors, and small group math for Sped students 3. Monitor Sped classes, RTI process, and common assessments 4. Continue to implement our GEMS- girl mentoring program and our male mentoring programs 5. Implement a before school reading program for (40) 6th grade students reading below grade level 	<p>Reading and Math Inventory Data and common assessments</p>	<p>Remedial teachers, counselors, coaches and admin</p>	<p>Title I and 20 day funds</p>	<p>-We had 1.5 Read 180 teachers and ELA and SS teachers providing Read 180 instruction during 3rd period which also included Sped small groups -We had 1.0 Math Connections teacher and 3rd period math support classes as well as 7th and 8th grade math tutors who worked 3-5 days a week all year. -Sped classes, RTI and common assessments were monitored and supported. RTI meetings were held twice monthly. - The girl's and boy's mentoring programs were implemented. -The 6th grade Breakfast Club reading program continued throughout the year with a parent meeting held to inform parents of students' progress</p>	<p>Met for all</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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)	Proceed with State STEM certification Fully Implement PLC process	EOC test results Results from formative and summative assessments- CTLs	STEM teachers All teachers, coaches, counselors and admin	Guidance from district leadership Solutions tree conferences	-We received State STEM certification in December. -We implemented the collaborative portion of the PLC process and will begin the school year with information and discussions about the process and its components	Met

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

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Seek and evaluate stakeholder input for critical processes. (AdvED)	Utilize the results of Parent Surveys to make decisions about Parent Engagement	Survey results	All staff	N/A	-We have not received the results of the Parent Surveys	In Progress

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<ul style="list-style-type: none"> -Collaborate with PTSA to plan topics for monthly Chat and Chews with the Principal -Meet as required with the School Council to share the Title I plan, strategic plan and student achievement data -Separate Open House into two nights- 7/8 and a separate 6th grade parent night -Implement a Reading and Math Night -Host Academic Assemblies for parents to attend -Separate Honor's Night between 6th and 7th grade parents -Continue hosting monthly student of the month celebrations with parents being invited for breakfast 	<p>Comments and suggestions/ surveys</p>	<p>Admin and staff</p>	<p>N/A</p>	<ul style="list-style-type: none"> -The PTSA determined the topics for the monthly Chat and Chews including an Internet safety presenter. -It was difficult securing enough members for the School Council this year -Open house was separated into two nights. -Two Reading meetings were held with parents- AM and PM to discuss RI scores for students who didn't show 50 points growth. Two 8th grade info sessions were held with parents to discuss All content areas. -Honor's Nights were separated -Monthly Student of the Month Celebrations were held 	<p>Met</p> <p>In Progress</p> <p>Met for all below</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Conduct the annual parent summer summit to determine the additional programs and trainings needed by the parents</p>	<p>Comments and Suggestions</p>	<p>Admin and staff</p>	<p>N/A</p>	<p>The Parent Summer Summit was held last year and one has been scheduled for this summer</p>	<p>Met</p>

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

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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Recruit and hire or encourage current teachers to obtain gifted certification	TKES	Admin	District training for teachers	-Four teachers completed the Gifted endorsement class and 5 teachers will be completing it this year.	Met
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)	Continue to work with the Academic coaches, subject area leaders and administrators to teach, model and monitor our Focused Lesson Model and non-negotiable standards based classroom checklist	TKES results Results of common formative and summative assessments-CTLS	Teachers, coaches, admin	District support/Title I coaches	-The Academic coaches provided PD twice a month throughout the year on strategies, collaboration occurred weekly, and RTI twice a month.	Met
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)	Provide training on standards, 3, 4, 7, 8,	TKES data	Admin and academic coaches		A TKES training with videos was conducted and standards 3, 4, 7, and 8 were the focus	Met
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	