

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					
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)	<ul style="list-style-type: none"> • Continuous use of Data Teams and collaboration • Ongoing training and use of the FFAS system • Implementation of Accelerated Intervention Plan 	Data Team Log, Accelerated Intervention Log	Teachers, Administrators, Instructional coach	<ul style="list-style-type: none"> • CTLS/FFAS Training • Student data 	1. M-Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. 2. M-The FFAS was implemented with training from our TTIS. 3. M-The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs	M

<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>	<ul style="list-style-type: none"> • Continuous use of Data Teams and collaboration • Ongoing training and use of the FFAS system • Implementation of Accelerated Intervention Plan 	<p>Data Team Log, Walk thrus, lesson plans</p>	<p>Teachers, Administrators</p>	<ul style="list-style-type: none"> • CTLS/FFAS training • Data Team logs 	<p>1. IP-Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. 2. M-The FFAS was implemented with training from our TTIS. 3. M-The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs</p>	<p>M</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> • Provide professional learning on the following: <ol style="list-style-type: none"> 1. Problem Based Learning 2. SAMR 3. FFAS/CTLS 4. Hannel’s Effective Questioning 5. Nonlinguistic representations (word walls) 	<p>Data Team Log, Walk thrus, lesson plans</p>	<p>Teachers, Administrators , Media Specialist</p>	<ul style="list-style-type: none"> • CTLS/FFAS Training 	<p>IP- Professional Learning was provided on PBL, CTLS/FFAS, nonlinguistic representation, but more is needed on SAMR and Hannel’s Effective Questioning.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<ul style="list-style-type: none"> • Monitor student progress to increase Lexile scores • Use of Language Arts Fundamentals class • Targeted support for ELL students in Science and ELA 	<p>Reading Inventory (RI) Read 180 System 44</p>	<p>Teachers, Administrators</p>	<ul style="list-style-type: none"> • Lexile Training • Read 180 program • System 44 program 	<p>1. M- The RI was administered three times throughout the school year 2. M-Read 180 and RI was implemented and used in the Language Arts Fundamentals class. 3. M-ELL students received specialized instruction in Science and ELA using WIDA standards.</p>	<p>M</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> • Monitor student progress to increase math proficiency • Embed more technology in math lessons • Utilize Instructional Coach to focus on 8th grade students • Use of Data Teams • Ongoing Accelerated Intervention • Provide specialized instruction from math Special Education Teachers 	<p>Math Inventory (MI)</p>	<p>Teachers, Administrators Media specialist, Math Special Education Team</p>	<ul style="list-style-type: none"> • CTLS Training • SAMR training • Questioning Training • Problem Based Learning Training 	<ol style="list-style-type: none"> 1. M- The RI was administered three times throughout the school year to identify needs of students. 2. M- Professional development was provided on various technology instructional strategies. 3. M-The Instructional Parapro is the facilitator for students who take Virtual Learning classes as well as assisting students who are not mastering the standards 4. IP-Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. 5. M-The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs 	<p>M</p>
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<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • Continuous use of Data Teams and collaboration • Ongoing Accelerated Intervention • Use of Highly Effective Questioning • Implementing SAMR • Focusing on Problem Based Learning • Use Nonlinguistic representations (word walls) • Use of Language Arts Fundamentals class 	<p>Data team log</p>	<ul style="list-style-type: none"> • CCRPI Monitoring • Data Teams 	<ul style="list-style-type: none"> • SSA • ELL action plan 	<p>1. IP- Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction evidenced through data team log, however, more work is needed to ensure all essential questions are addressed through class instruction.</p> <p>2. M-The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs</p> <p>3. IP- Professional Learning was provided on PBL, CTLS/FFAS, nonlinguistic representation, but more is needed on SAMR and Hannel’s Effective Questioning.</p> <p>4. M-Read 180 and RI was implemented and used in the Language Arts Fundamentals class</p>	<p>M</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

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
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	<ul style="list-style-type: none"> • Implement Research and Inquiry Classes • Use of Language Arts Fundamental class • Use of Instructional paraprofessional to provide support for at-risk students • Utilization of Media Specialist as an Instructional Coach 	<ul style="list-style-type: none"> • Common formative and summative assessments • Data Team Log • Academic Intervention Log 	Teachers, Administrator, Instructional parapro, ISS teacher	Student data	<ol style="list-style-type: none"> 1. M-This was done via Research & Reading, Math, & Science PBL lessons. 2. M-Read 180 and RI was implemented and used in the Language Arts Fundamentals class 3. M-The Instructional Parapro provide support with at risk students via a log and assisted with Accelerated Intervention. 4. M- The Media Specialist assisted students who are not mastering the standards and met with Math teachers through collaborative planning to infuse technology into plans. 	M
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	

<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. Monitor student progress to increase Lexile scores - Language Arts Fundamentals – Read 180, System 44 2. Monitor student progress to increase math scores – Instructional Coach (USA Testprep), special education math focus 3. CCRPI monitoring, implement Grade protection system 	<ol style="list-style-type: none"> 1. Lexile Testing 2. RI/MI test 3. Common formative assessments 4. CCRPI data and 6 wk grades 	<p>Teachers, Administrators, Social worker, School Counselors, ISS parapro</p>	<p>RI/MI USA Testprep Read 180 System 44</p>	<ol style="list-style-type: none"> 1. IP-Read 180 and RI scores were monitored to make instructional and scheduling decisions for students. 2. M- The Instructional Parapro assisted students who are not mastering the standards. The special education math focus was advanced through the use of in-school tutoring. 3. M-The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs. However, Grade Protection system was not used this year. 	<p>M</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>						

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

<p>District Focus Priorities 2016-2019</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 August 8, 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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> • Analyze SACS stakeholder results • Monthly School Council meetings • Increase parent involvement by combining parent meetings with school activities • Work with the Quaglia Institute of Student Aspirations to improve school climate through “voice” • Focus on ES to MS articulation during 1st semester • Provide Synergy training for parents • Develop “Parent Responsibilities” guidelines 	<p>Attendance at parent meetings, frequency of parent volunteers</p>	<p>Teachers, Administrators , School Council, PTSA, school counselors</p>	<p>Quaglia Institute</p>	<ol style="list-style-type: none"> 1. M- Used the results to improve our customer service. 2. M- Held monthly school council meetings to discuss the direction and focus for the school and garner input for our innovative practices. 3. M- Many PTSA meetings were held in conjunction with activities such as plays and concerts. 4. IP- Quaglia and the school are indirect partners focusing on improving school climate through “voice” survey data. 5. M-Articulation opportunities were held 1st semester for upcoming 6th graders this year. 6. M- ParentVue training and login was provided to parents at various points throughout the school year. 7. NM- A “Parent Responsibilities” guideline was not developed. 	<p>M</p>
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<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"> • Monthly School Council meetings • Increase parent involvement by combining parent meetings with school activities • Work with the Quaglia Institute of Student Aspirations to improve school climate through “voice” • Provide Synergy training for parents • Develop “Parent Responsibilities” guidelines 	<p>Attendance at parent meetings, Multiple opportunities to share feedback with Principal</p>	<p>Teachers, Administrators , School Council, PTSA, school counselors</p>	<p>Quaglia Institute</p>	<ol style="list-style-type: none"> 1.M- Held monthly school council meetings to discuss the direction and focus for the school and garner input for our innovative practices. 2. M- Many PTSA meetings were held in conjunction with activities such as plays and concerts. 3. IP- Quaglia and the school are indirect partners focusing on improving school climate through “voice” survey data. 4- ParentVue training and login was provided to parents at various points throughout the school year. 5. NM- A “Parent Responsibilities” guideline was not developed. 	<p>M</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due August 8, 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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Attend hiring fairs to recruit highly effective teachers	Number of HQ teachers hired	Administrator, teacher leaders		M-Hiring fairs were attended by administrators .	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. (IE ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	N/A	N/A	N/A	N/A	

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provided targeted instructional support through professional development series on:</p> <ul style="list-style-type: none"> • Problem Based Learning • SAMR • FFAS/CTLS • Hannel’s Effective Questioning Nonlinguistic representations (word walls) • Continuous use of Data Teams and collaboration • Ongoing training and use of the FFAS system <p>Implementation of Accelerated Intervention Plan</p>	<ul style="list-style-type: none"> • Walk throughs • Lesson plans • Data Team log • Accelerated intervention log 	<ul style="list-style-type: none"> • Adminis-tration 	<ul style="list-style-type: none"> • CTLS/FFAS training • Data Team logs • Student data 	<ol style="list-style-type: none"> 1. IP- Professional Learning was provided on PBL, CTLS/FFAS, nonlinguistic representation, but more is needed on SAMR and Hannel’s Effective Questioning. 2. M-The FFAS was implemented with training from our TTIS. 3. IP-Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it evidenced through the data team log, however, more work is needed to ensure essential questions are addressed through class instruction. 4. M-The Accelerated Intervention Plan was implemented every 3 weeks to address various learning needs 	<p>M</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> • Individual teacher coaching and feedback provided by administrators • Provide support to teachers on a PLP • Implementing a teacher induction program • Use of highly effective teachers to provide training and support for staff members 	<p>TKES platform</p>	<p>Administrators , teacher leaders</p>	<p>TKES training for new teacher New teacher meetings</p>	<ol style="list-style-type: none"> 1. M-Administrators provided feedback in person and via the TKES portal. 2. M- Teachers on a PLP were supported via coaching, extra observations, weekly meetings. This was documented in the TKES portal. 3. M- Mentors were assigned to new teachers and PD took place monthly with administrators 4. M- Teachers with expertise in domains of TKES presented to staff during PD. 	<p>M</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						