

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>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Use data to differentiate instruction and adjust instructional focus.</p> <p>Learn and Implement common assessments via CTLS.</p>	<p>Data documents (data digs, at risk identification, data team logs, etc.)</p> <p>Teacher created assessment analysis</p> <p>Teacher created common/formative assessments</p> <p>Data used to schedule AC, High School credit, and on level courses</p>	<p>All faculty members</p>	<p>Monday Cluster PLCs</p> <p>District support from all offices.</p> <p>See added EOC data</p> <p>TTIS</p>	<p>Teachers continue to use data to drive instructional decisions.</p> <p>Teachers administered common assessments via CTLS this year.</p>	<p style="text-align: center;">IP</p> <p style="text-align: center;">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>Plan common formative and summative items on assessments through collaborative data teams.</p>	<p>Collaborative team planning log; Presence of shared assessment items</p>	<p>Teachers and administration</p>	<p>Protected Collaboration Wednesdays</p>	<p>Teachers meet in their PLC's Wednesdays to plan common assessments.</p>	<p>IP</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide a release day for the use of data via CTLS to write differentiated plans as well as write common assessment items.</p> <p>Provide weekly collaborative planning and administrative leadership and learning meetings to grade level, subject area teachers.</p>	<p>Data Team logs TKES observations Student data (EOG, SLO's, attendance, etc.)</p>	<p>All faculty members</p>	<p>Monday Cluster PLCs SFSD funding for planning Grant Funds Protected Collaboration Wednesdays</p>	<p>Release days were used to write plans and common assessments via CTLS.</p> <p>Collaborative planning was provided weekly for all content areas and grade levels.</p>	<p>M M</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Integrate the reading program in grades 6-8 focusing on reading strategies specific to the subject areas. Use STEAM question to reach all areas of study.</p> <p>Identify students by name who are not reading on grade level.</p> <p>Provide Rti and other strategies such as Extended Day tutoring for students at risk for failure or not reading on grade level.</p> <p>Administer universal screener in reading to better monitor and advance each student's individual performance and progress</p>	<p>EOG/ Milestone Reading CCRPI Reading Existing data (attendance records, testing history, placed/retained lists, Rti, Sp Ed, RI, etc.) Universal Screeners</p>	<p>All faculty members</p>	<p>Protected Collaboration Wednesdays Training for New Teachers on RI</p>	<p>Reading was offered in grades 6-8. In addition, reading strategies and STEAM strategies were integrated into each content.</p> <p>Students not reading on grade level were identified.</p> <p>RtI and Extended Day tutoring were offered for student not reading on grade level.</p> <p>The Reading Inventory and was administered three times for student progress monitoring.</p>	<p>IP M M M</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 the number of students being served in advanced math courses.</p> <p>Use common constructive response assessment items on class activities and assessments.</p> <p>Use math inventory to identify students in need of math support.</p> <p>Use Collaborative Data Teams to identify students needing remediation or additional help in all subject areas focusing on math computation/application.</p>	<p>Scheduled students;</p> <p>EOG/ Milestone Math</p> <p>Review of shared assessment items</p> <p>Math Inventory</p>	<p>Math teachers and administration</p>	<p>Protected Collaboration Wednesdays</p>	<p>The number of students being served in advance math courses increased.</p> <p>Constructive response questions were added to class activities and assessments.</p> <p>The Math Inventory was used to identify students in need of support.</p> <p>PLC's identified students needed remediation in math.</p>	<p>M</p> <p>IP</p> <p>M</p> <p>M</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Identify (early) at-risk students through the RtI process and the collaborative data team process.</p> <p>Monitor and provide interventions for students at risk for failing on not showing growth in area of concern.</p> <p>Add remedial math support class</p>	<p>Scheduled RtI Meetings/School Calendar;</p> <p>Data Digs</p> <p>Quarterly grade analysis;</p> <p>Decrease in overall placed rate</p>	<p>All faculty members</p>	<p>Monday Clusters</p> <p>Rti Data</p>	<p>At-risk students were identified through RtI and data teams.</p> <p>Interventions were provided for students at-risk of failing.</p> <p>Remedial math support classes were added.</p>	<p>IP</p> <p>IP</p> <p>M</p>

8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Continue long-range goals specific to Dickerson: <ol style="list-style-type: none"> Continued use of Olweus program (DMS Challenge class) Continue implementation of STEAM initiative Continued use of the PBIS/Fresh Air Fridays program Monitor for attendance issues 	Meeting with district staff; Stakeholder survey data; Two new connections courses (Yearbook and Sound Engineering) Designated STEAM staff leader; attendance data	All faculty members PPO data L & L	SFSD funds Grant funding District support for STEAM leader	Olweus program was implemented via the DMS Challenge. STEAM initiative was continued with the partnership the Atlanta Braves and the Science of Baseball. PBIS/Fresh Air Fridays program continued. Attendance was monitored.	IP IP IP IP
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Board Goal 2: Differentiate resources for students based on needs.

<i>District Focus Priorities 2016-2019</i>	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
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Initiate STEAM concept Send teachers to appropriate STEAM conventions such as the STEAM3 conference. Add technology connection course offered to support the STEAM initiative	Number of students participating in STEAM course	Tara Thieme, STEAM Coordinator	Maintain allotments provided in 2016-2017 SFSD funds Grants	STEAM concept was further initiated through the partnership with the Atlanta Braves and the Science of Baseball. Teachers attended the STEAM conference. A Technology connection class was added to support STEAM initiative.	IP M M

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	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 (S)	Provide direct reading instruction through SpEd and RtI strategies, extended day offered, differentiated reading courses; Reality U for 8 th grade reading students Provide direct math instruction through SpEd and RtI strategies, extended day offered, differentiated math courses offered and varied support through the counseling department including the 8 th Grade Reality U Renovate the extended day program to reflect motivating and effective instruction	1. EOG, quarterly grade analysis and attendance in extended day, 8 th grade participation 2. EOG, quarterly grade analysis and attendance in extended day. 3. Promotion rates and counselor data 4. Reading and Math Inventory	All teachers, Administrators and counselors	20 Day Funds Monday Cluster IE ² application	Direct reading instruction was provided for students needing extra support. Direct math instruction was provided for students needing extra support in math. The Extended Day program was revamped this year.	IP IP M
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	N/A
Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue STEAM implementation	Tiered phase in approach to STEAM	Dickerson Staff	L & L Community	STEAM implementation grew via the partnership with the Atlanta Braves and the Science of Baseball.	IP

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

*District Focus Priorities
2016-2019*

2016-17 Aligned Actions and Measurements
(Due September 1, 2016)

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Review and Respond to stakeholder survey data to implement initiatives based on student, staff and community input.</p>	<p>Attendance and minutes from meetings</p> <p>Stakeholder survey data</p> <p>School Council Agendas</p> <p>Staff and admin team agendas</p> <p>TKES/LKES survey data</p>	<p>Dickerson community</p>	<p>Survey Data</p>	<p>Stakeholder survey data was used to make decisions and implement initiatives.</p>	<p>IP</p>

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	Host 6 lunch and learns to educate/inform parents on relevant middle school topics	Sign in sheets	Dickerson PTSA	PTSA Funded	Lunch and Learns were provided for parents this year.	M
	Send an informative eblast "Did you know?" to highlight procedures and interpreting data	Number of Recipients	Dickerson School Council	N/A	Informative eblasts were sent to keep parents informed.	M
	Host a Newcomers breakfast for all parents and students who are new to CCSD and Dickerson	Number of Attendees	Principal	Picture money	Newcomers breakfasts were held for new students and parents.	M
	Expand volunteer opportunities so parents can "Share your expertise"	Visitor Logs	PTSA Volunteers	N/A	Volunteer opportunities were expanded.	IP
Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue implementation of Olweus program (DMS Challenge class)	Olweus Survey results;	Dickerson Administration ; Dickerson Teachers, Dickerson community	Olweus Surveys from P & I office;	DMS Challenge classes were held bi-monthly.	M
	Continue implementation of STEAM initiative – including repurposing several instructional areas to be more conducive to updated learning environments including computer labs and refurbishing the old Home Ec classroom to a state of the art Sound Engineering classroom.	student and parent survey results;		Advanced Ed survey results, documentati on of parent communicati on	STEAM implementation expanded this year with the new STEAM connections class and the partnership with the Atlanta Braves and the Science of Baseball.	IP
	Continue use of the PBIS/Fresh Air Fridays program	eblasts, letters, conference week	PBIS State Data	Kelly McNabb	PBIS/Fresh Air Friday programs continued throughout the year.	M
	Communicate new attendance regulations to parents and staff	Number of discipline referrals		PBIS Team	New attendance regulations were communicated.	M
		Monthly Parent Presentations	Dickerson Admin, PTSA and Counselors	Guest Speakers		

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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Create interview questions designed to not only hire but retain special education teachers</p> <p>Conduct exit interviews, where applicable, to determine improved supports to retain teachers.</p>	<p>Interview questions based on TKES with the addition of a three year commitment question</p>	<p>Principal</p>	<p>Talent Ed HR</p>	<p>Special Education teachers were retained this year.</p> <p>Exit interviews were conducted.</p>	<p>M</p> <p>M</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>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>	<p>N/A</p>
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Schedule Monday PLCs to focus on data driven instruction</p> <p>Utilize district level support personnel as needed to assist in training teachers and administration</p>	<p>Calendar Agenda</p>	<p>Administration</p>	<p>District personnel</p>	<p>Monday PLCs were focused on data driven instruction.</p> <p>District level support personnel presented to teachers and administration.</p>	<p>IP</p> <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>N/A</p>

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Reflect and respond upon building trends based on TKES/LKES data.</p> <p>Use CTLS data to support TKES Standards 5 & 6.</p>	<p>Lesson Plans</p> <p>Formative and Summative Assessments</p> <p>TKES Orientation</p> <p>TKES Mid-Year and Summative Conferences</p> <p>TKES/LKES survey results</p>	<p>Administration and staff</p>	<p>None</p>	<p>TKES/LKES data were analyzed for trends.</p> <p>CTLS was used to support TKES Standards 5 & 6.</p>	<p>IP</p> <p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						