

## 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 <sup>2</sup> , 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. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	1. Develop differentiated strategies and/or academic peer groups based on assessment data. 2. Provide training on CTLS, iRespond, SMI, SRI and other instructional technology.	1. Common Assessments 2. Data Logs; CTLS and Reading/Math Inventory usage 3. Mandatory trainings for CTLS	1. Teachers 2. Teachers, CCSD Personnel and Administration	SMI, SRI  CTLS	1. Teachers, and their assigned PLC's, have been working with CTLS and other class data to plan for differentiated learning activities. (ELA & SS were pioneers in this area.)  2. Teachers have participated in trainings and have implemented these systems in their classrooms.	1. IP 2. M
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. <b>(S)</b>	Analyze subject/grade level common assessments and differentiate instruction based on individual needs.	Common Assessments – Further test development based upon CTLS inclusion and course specific	Teachers Administration	Teachers and Administration  CTLS		1. IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Differentiate professional learning based on teacher needs from staff survey – two sessions per year. 2. Implement instructional strategies based on collegial professional development observations – 2 per year.</p>	<p>1. Staff surveys 2. TKES 3. Staff surveys and TKES</p>	<p>1. Teachers, Administration and CCSD Personnel 2. Teachers Administration</p>	<p>CCSD personnel CTLS Collaborative planning</p>	<p>1. Started the year with individual PD, based on needs assessment. During year, changed to a school-wide focus on STEAM. Offered several large group sessions. 2. Teachers had the opportunity to visit other STEM schools.</p>	<p>1. IP 2. NM</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Identify Lexile Level for each student. 2. Identify at-risk students and reassess Lexile level for those below grade level and provide strategies to increase their reading level. 3. Implement research-based instructional reading program.</p>	<p>1. SRI 2. Progress Reports</p>	<p>Grade level reading teachers, Additional certified staff, Counselors, and Administration</p>	<p>CCSD Personnel SRI CTLS</p>	<p>1. Lexile levels identified for each student. 2. Remedial students identified and placed on appropriate rosters/classes. 3. Established Read 180 program in certain Reading classes. (Two in 6<sup>th</sup> grade and two in 7<sup>th</sup> grade.</p>	<p>1. M 2. M 3. M</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>1. Provide tutoring opportunities for all grade levels. 2. Continue Extended Day Tutoring. 3. Implement Math Literacy into the curriculum weekly.</p>	<p>1. Common Assessments 2. Progress Reports 3. SMI</p>	<p>1. Teachers and Counselors 2. Teachers, Counselors, and Administration 3. Teachers, Counselors, and Administration</p>	<p>SMI USA Test Prep CTLS</p>	<p>1. Study sessions offered in every grade. 2. Extended Day was offered to students identified as needing additional academic support. 3. Implemented in 8<sup>th</sup> grade Math/Science. Created additional Math Support courses in grades 6-8.</p>	<p>1. M 2. M 3. IP</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Continue RTI process. 2. Small group Sessions- counseling to meet needs of students.</p>	<p>1. Progress Reports Lexile Scores</p>	<p>1. Teachers Administration Counselors Grade Level Leads Subject Area Leads</p>	<p>Extended Day Tutoring</p>	<p>2. Counselors implemented goal oriented small group sessions. These sessions were based off of student needs assessment survey.</p>	<p>1. M 2. M</p>

<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ol style="list-style-type: none"> <li>1. Identify students for study skills at all grade levels.</li> <li>2. Educate students and parents on value of attendance rule - continue</li> <li>3. Establish incentive program for academic, attendance and behavioral success.</li> <li>4. Completion of Career Cruising for all grades &amp; IGP for 8<sup>th</sup> grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Admin, School Social Worker, Teachers</li> <li>3. Teachers and Admin</li> <li>4. Counseling Dept.</li> </ol>	Administration Counselors Grade Level Leads Subject Area Leads	Extended Day Tutoring  PTSA/Business Partners	<ol style="list-style-type: none"> <li>3. Implemented Fun Day Monday for 6<sup>th</sup> grade students.</li> </ol>	<ol style="list-style-type: none"> <li>1. M</li> <li>2. M</li> <li>3. IP</li> <li>4. M</li> </ol>
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**Board Goal 2: Differentiate resources for students based on needs.**

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<ol style="list-style-type: none"> <li>1. Enhance the new Learning Commons.</li> <li>2. Rotate the schedule, every Quarter, to allow academic classes at various times throughout the day.</li> <li>3. Utilize staff and stake holders to increase student achievement in all subject areas.</li> <li>4. Dedicate one computer lab for digital learning in reading and math. (Read180)</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate student and teacher usage report.</li> <li>2. Teacher, Parent and Student Survey</li> <li>3. Data Logs, Grade Level Meetings, RTI Meetings, Progress Reports</li> <li>4. Lexile Levels, Common Assessments , Read180 Progress Reports</li> </ol>	<ol style="list-style-type: none"> <li>1. Media Specialist and Teachers</li> <li>2. Administration</li> <li>3. Teachers Administration</li> </ol>	Community members, business leaders, and student teachers  SPLOST Technology Funds  The Dodgen Foundation	<ol style="list-style-type: none"> <li>1. New area was added to the Learning Commons where students/staff could use the space as a creative work area.</li> <li>2. Schedule was successfully rotated at the start of every Quarter. Classes were offered at different times throughout the day.</li> <li>4. Computer Lab was identified and rearranged to accommodate the Read 180 program.</li> </ol>	<ol style="list-style-type: none"> <li>1. M</li> <li>2. M</li> <li>3. M</li> <li>4. IP</li> </ol>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>Provide same reading materials but on different levels.</li> <li>Utilize college students and community members as mentors and/or tutors.</li> <li>Continue Extended Day Tutoring.</li> </ol> </li> <li> <ol style="list-style-type: none"> <li>Utilize college students and community members as mentors and/or tutors.</li> <li>Continue Extended Day Tutoring.</li> </ol> </li> <li>Explore Enrichment Schedule for Wednesdays (STEAM/Remediation/ Extension/ Study Skills/ Small Groups)</li> </ol>	<ol style="list-style-type: none"> <li>a-c Lexile Level and Common Assessments</li> <li>a-b Lexile Level and Common Assessments</li> </ol>	<p>Teachers Administration</p>	<p>College Students and Community Members</p> <p>20 Day Monies</p>	<p>Extended Day was offered to students identified as needing additional academic support.</p>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>NM</li> <li>NM</li> <li>M</li> </ol> </li> <li> <ol style="list-style-type: none"> <li>NM</li> <li>M</li> </ol> </li> <li>NM</li> </ol>
<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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ol style="list-style-type: none"> <li>Provide independent study for advanced students.</li> <li>Identify and Enhance STEAM or STEM activities for all students.</li> </ol>	<p>Pre/Post Data</p>	<p>Teachers</p>	<p>CCSD Personnel  Lockheed Martin</p>	<ol style="list-style-type: none"> <li>Independent studies were attempted by the following groups: <ul style="list-style-type: none"> <li>7<sup>th</sup> Grade ELA</li> <li>8<sup>th</sup> Grade Band (1<sup>st</sup> period)</li> </ul> </li> <li>Offered a variety of STEAM/STEM activities for students during the academic year. Programs had successful buy-in from staff, students, and parents.</li> </ol>	<ol style="list-style-type: none"> <li>IP</li> <li>M</li> </ol>

**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)**

<p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<ol style="list-style-type: none"> <li>1. Encourage parents and community leaders to attend coffee talks. (four sessions)</li> <li>2. Identify industries in Cobb County and seek their input on educational topics.</li> <li>3. Provide opportunities for parental involvement to promote student success.</li> <li>4. Use the parent surveys.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare attendance rates per meetings from last year.</li> <li>2. Comments from industries</li> <li>3. Participation in parent informational nights.</li> <li>4. Survey results</li> </ol>	<p>Administration</p>	<p>Parents  Community Leaders  CCSD</p>	<ol style="list-style-type: none"> <li>1. Increased Coffee Talks to four sessions.</li> <li>2. Brains Behind Business, Georgia Tech, Lockheed Martin, etc.</li> <li>3. STEAMPALOOZA, Music Departments, in-class activities, other volunteer opportunities, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. M</li> <li>2. M</li> <li>3. M</li> <li>4. M</li> </ol>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ol style="list-style-type: none"> <li>1. Changing the program to Open House to allow an increase of academic discussion time for parents.</li> <li>2. Implementation of Dodgen 101</li> <li>3. New programs instituted by the Counseling Department. (ie: student mentorship program with local church, morning study sessions, etc.)</li> <li>4. Adding a mid-day session to Coffee Talks (now providing four sessions)</li> <li>5. Expanding Brains Behind Business</li> </ol>	<p>Parent Survey Results</p> <p>Staff Needs Assessment Survey Results</p> <p>Participation Rates in various programs.</p>	<p>Administration</p> <p>Counseling Department</p>	<p>Parent Volunteers</p> <p>Business Partners</p> <p>Community Leaders</p> <p>Teacher Volunteers</p>	<ol style="list-style-type: none"> <li>1. Adjusted Open House timeline to allow teachers to speak to parents as a whole before parents were released to follow their student’s schedule. This allowed teachers to focus more on their individual academic area while parents were in the classrooms.</li> <li>2. Successfully implemented Dodgen 101 for students and their parents.</li> <li>3. Counselors developed the Student Council.</li> <li>4. Added a mid-day session to Coffee Talks. Parents now had two opportunities to attend based on what worked best with their schedule.</li> <li>5. Brains Behind Business was expanded from half-day to full-day.</li> </ol>	<ol style="list-style-type: none"> <li>1. M</li> <li>2. M</li> <li>3. IP</li> <li>4. M</li> <li>5. M</li> </ol>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ol style="list-style-type: none"> <li>1. Provide informational night/training sessions to parents for: Edmodo, Synergy, Dodgen 101 for rising sixth grade parents and testing.</li> <li>2. Meet with School Council, Foundation and PTSA</li> </ol>	<p>Data from Local School Surveys</p> <p>Data from Stakeholder Climate Survey</p>	<p>Administration</p>	<p>Stakeholder Climate Survey</p>	<ol style="list-style-type: none"> <li>1. Office 365 training was offered to parents during Panther Day. Parent work session was provided to assist parents with reading the ITBS score sheet.</li> <li>2. Regular attendance and participation in School Council, Foundation, and PTSA meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. M</li> <li>2. M</li> </ol>

**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><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b></p>					
<p><u>(Due September 1, 2016)</u></p>						<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>1. Seek to hire or help current teachers obtain additional certifications in gifted, special education, technology, science or math. 2. Compile interview questions per subject area and/or position to ensure consistency in hiring highly effective teachers. 3. Candidates, being considered for position, will teach a lesson to students when possible.</p>	<p>1. TKES summative evaluation 2. Interview Panel will consist of Administration and Subject Area/Department Leads. 3. Interview panel will revise and make adjustments to interview questions accordingly.</p>	<p>1. Administration 2. Administration and Subject Area/Department Lead. 3. Current classified and certified staff, Administration, CCSD HR, &amp; Certification</p>	<p>District support to communicate programs  CCSD Job Fair</p>	<p>1. Staff members have started/completed the gifted certification program. Increased focus on seeking to hire teachers with current gifted certification. 2. Media Specialist compiled interview questions for Media Parapro position and participated in the interview process. Department Chairs were included and assisted in the interview process for open positions in their department.</p>	<p>1. M  2. M  3. NM</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. (IE<sup>2</sup>)</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. (IE<sup>2</sup>) (S)</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>Provide differentiated and tiered professional learning opportunities to ensure teacher growth in all ten TKES standards.</p>	<p>TKES</p>	<p>Teachers Administration</p>	<p>CCSD</p>		<p>1. IP</p>

Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Focus on standards in need of improvement on individual teachers.	TKES data	Administration	District support through Evaluation Office	1. Teachers reassess, using walkthrough and formative feedback, to help guide their focus on individual Professional Development.	1. IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	1. Promote graduate level programs and gifted certification.  2. Dodgen 101 for teachers (teacher mentor program- grade level/ subject area specific)	Completion of certifications	Administration	Information from district officials about programs offered by accredited Universities.	1. Emails and other forms of notification are shared as they are received.  2. New teacher meetings, new teacher scavenger hunt, veteran teachers volunteered to serve as mentors.	1. M  2. IP