

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)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	As a Cohort 3 CTLS school, Durham staff is receiving ongoing training from the TTIS throughout the year on Mondays during grade level meetings.	CTLS data analysis; Touchstones, Milestone growth	Teachers & Admin	Monday grade levels; SFSD/Cell tower funds for release and Cohort 3 CTLS training from TTIS	Training was completed by all staff members. Both 8th grade Math and ELA teachers participated in "Proof of Concept" for Constructed Response questions. Durham will continue to implement and use CTLS in future years, and focus areas for ongoing training have been identified for next year.	M
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Use data routinely in order to differentiate instruction and adjust instructional focus. Integrate CTLS data into progress monitoring.	SLO assessments and analysis of teacher created common formative and summative assessment; student grade/academic performance	All teaching faculty members	Monday grade levels; SFSD/Cell tower funds for release and Cohort 3 CTLS training from TTIS	As we grow in our establishment of the PLC culture, this use of data to adjust and differentiate instruction will continue to be a focus. We will continue to integrate all data, utilizing CTLS and other assessment sources.	IP

<p><i>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)</i></p>	<p>Add to the focus on common summative assessments, adding common formative assessments for each instructional unit through collaborative teams/PLC's.</p> <p>Use of Touchstones and other teacher-generated assessments using CTLS.</p>	<p>Formative: TKES observations, anecdotal, unit plans and Reflections</p> <p>Summative: Student data on assessments (teacher created and state tests); PLC/Data team results</p>	<p>Teachers & Admin</p>	<p>Monday grade levels; Release time through SFSD/Cell tower funds for training planning; Cohort 3 CTLS training from TTIS</p>	<p>Touchstones have been introduced and used in year 1 of training/ implementation. This will continue into next year. Our focus on common assessments and PLCs will also continue next year as we strengthen the PLC process throughout the building. Ongoing work is needed in common assessments, meaningful use of Touchstones and other teacher-generated assessments.</p>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide 1 release day for continued data team/PLC training, analysis of assessments, and creation of common assessments.</p> <p>Academic focus on DOK and increasing academic rigor and expectations on formative assessments to prepare for summative assessments.</p>	<p>Data team results, CCRPI, anecdotal, survey results</p>	<p>Admin</p>	<p>Monday grade levels, SFSD/Cell tower funds for release and training</p>	<p>1 Release Day was given to all teachers and used to further collaboration. A PLC protocol has been established and introduced, though more professional learning and training and emphasis needs to be placed on PLCs in the coming years.</p>	<p>IP</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Read 180 Implementation expanded from 8th grade only to now include all grade levels for readers at the 30th percentile or below. In addition, System 44 has been implemented for our lowest performing students in Reading who need basic/phonics instruction.</p> <p>ELL students receive intensive reading strategies using components of the ELL Read 180 program.</p> <p>RTI; Study Skills, & Extended Day tutoring are offered to students below grade level or struggling academically.</p> <p>Continued focus on literacy in the content areas and the use of RI data to group and serve students.</p>	<p>Milestone scores, CCRPI data, RI scores, teacher assessments, CTLS Touchstone data; PLC/Data team results</p>	<p>Admin & teachers</p>	<p>20-Day funds, Monday grade levels, Read 180/System 44 training and coaching visits; dedicated computers & headphones for Read 180 program and for small group lab.</p>	<p>SRI data indicates that growth has been made in this area. Milestone results are not yet fully in; therefore, the data in this area is not yet complete.</p>	<p>IP</p>
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<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>	<p>Extended Day tutoring offered to students who qualify (below 30th percentile, retention candidates, remedial, etc.)</p> <p>Identify those students not performing on grade level for strategic interventions – including RTI, Study Skills, etc.</p> <p>Utilize CTLS Touchstones and other resources for “almost there” assessments and remediation.</p> <p>Utilize MI, math fluency feedback, and common assessments in order to identify students with specific needs for skill reinforcement.</p> <p>Daily warmup activities that reinforce, target, and review necessary core math skills; utilize differentiation based on skill needs.</p> <p>Re-evaluate math placement criteria so that students are appropriately placed in the correct levels of math courses.</p> <p>RTI; Study Skills, & Extended Day tutoring are offered to students below grade level or struggling academically.</p> <p>20-day plan for remediation of students in danger of failing Milestone in 8th grade during Maymester.</p>	<p>Milestone scores, CCRPI data, MI scores, teacher assessments, CTLS Touchstone data; PLC/Data team results</p>	<p>Admin & teachers</p>	<p>20-Day funds, Monday grade levels, Gizmos purchase and training for math skill practice, Purchase of MobyMax and USA Test Prep as tools for math teachers.</p>	<p>SMI data indicates that growth has been made in the area of math. Milestone data is not fully in; therefore, data for this indicator is not yet complete.</p> <p>We have determined that the purchase of Gizmos has not been as effective as we had hoped, and it will not be continued. We will, however, continue to utilize USA Test Prep and other online support tools.</p>	<p>IP</p>
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<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Grading terms were changed back to quarters from semesters to decrease the number of students on the retention risk list.</p> <p>Monitor actively and provide interventions for students at risk of retention through the following methods: RTI, Extended Day Tutoring, SOS club, Study Skills, Focused Advisement, mentoring, etc.</p>	<p>RTI data collection; monitored monthly and ongoing throughout the year.</p>	<p>Teachers, Counselors, and Administrators</p>	<p>N/A</p>	<p>Our staff, administration, and counselors have actively monitored our students at risk of retention throughout the year. Very few were retained. However, with the changes in the Retention/Promotion policy, I anticipate more focus will be needed on this area.</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Renew and train teachers to utilize Gizmos online resources in science and math classes. Utilize USA Test Prep, Moby Max, etc. in math classes.</p> <p>Utilize Digital Age classroom and BYOD strategies to increase student engagement.</p>	<p>PLC/Data team results, CCRPI scores, anecdotal, class performance, math & science scores, teacher assessments</p>	<p>Teachers, Counselors, and Admin</p>	<p>SFSD/Instructional Funds; DMS Foundation support of Digital Age Classroom phases.</p>	<p>Through cost-benefit analysis and usage reports, Gizmos has not been as effective a tool as we hoped, nor has it been utilized enough to justify the cost. We will discontinue this program.</p> <p>We will continue to use BYOD strategies, USA Test Prep, and other digital tools to increase engagement and hands-on learning in math classes.</p>	<p>M</p>

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

<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 September 1, 2016)</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>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>N/A</p>	
<p>Identify local school innovations through system flexibility to increase 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>N/A</p>	

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	N/A
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<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. Implement Read 180/System 44 in all three grades and ELL classes; All students in grades 6 and 7 are scheduled for daily reading instruction as a separate course with a focus on reading skills and strategies. 2. Continue to revise the Extended Day/Wildcat Tutoring Program to target specific weaknesses in each subject, include a Maymester for 8th grade students, and target specific test-taking skills to improve student performance on Milestone assessment. 3. RTI process to meet monitored and facilitated monthly by admin and counselors to help teachers carve out time to discuss strategies to help students be successful; Implementation of the Study Skills Connections class to support students struggling academically through targeted interventions, contracts, and support with organization, work habits, and work completion. 4. Be trained to understand and utilize CTLS and Touchstones as “almost there” assessments and focused skill remediation or reinforcement. 	<p>PLC/Data team results, CCRPI Scores, anecdotal, survey results CCRPI scores, class performance, reading SRI scores, teacher assessments</p>	<p>Admin, counselors, and teaching staff</p>	<p>20-Day funds, Monday grade levels, Read 180/System 44 training and coaching visits; dedicated computers & headphones for Read 180 program and for small group lab.</p>	<p>We did not hold a “Maymester” review at the end of the year, since the Milestone retest was waived this year; however, we had targeted interventions in place through Read 180 all year, and while we await Milestone data, our SRI and SMI data does indicate growth in the areas of Lexile and MI scores.</p> <p>RTI process has been revitalized and teachers meet monthly in a formal setting to review student data, create strategies, and work to assist students in staying on-track for promotion and graduation.</p> <p>Classroom data including Touchstones were used to determine student needs and adjust instruction. A focus on differentiation in reading and math classes has helped to intervene with students who have not demonstrated mastery. More work in this area is needed, especially as we develop a culture of PLCs – we can begin to look at academic support in different and more creative ways.</p> <p>These interventions will continue and we will add to</p>	<p>IP</p>
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					them in future years.	
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.)	Release time for collaboration, PLC/Data team training, Milestones data review. Master schedule designed for teacher schedules with only two preps (requires no "teams").	Improved achievement data on CCRPI, student performance, Gap closure, etc.	Admin and teachers	SFSD and cell tower funds.	Release time has been essential in order to communicate and clarify expectations, review student data, and make a plan for interventions. The master schedule has been designed to give teachers no more than 2 preps and to have planning time aligned with the grade levels that the teachers teach, even when teachers cross grade levels.	M

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)					
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)	

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Review stakeholder survey data with staff during pre-planning and with School Council; Focus on areas of weakness to improve while maintaining 5-star Climate Rating.</p> <p>Maintain open door, approachability with parents. Increase the number of positive parent interactions with administration (coffee with principal, Breakfast of Champions, etc.) throughout the school year.</p> <p>Initiatives for staff input:</p> <ol style="list-style-type: none"> 1. Building Leadership team meets at least monthly with the principal to discuss current issues and address needs 2. RTI process – teams meet monthly 3. 504 and RTI process are managed by the counselors and mentored by the SSA; Durham is a pilot school for Goalview for 504s. 4. PLCs/Data teams meet each Wednesday to create common assessments and plan for instruction, remediation and enrichment. 5. Open door approachability for staff input with principal. 6. “Roar About it” Brag board in mailroom to 	<p>Data team results, CCRPI scores, class performance, MI & RI scores, teacher assessments, course syllabus; School improvement/ climate survey results</p>	<p>All stakeholders</p>	<p>None</p>	<p>Stakeholder survey data is not yet in; however, Durham did maintain a 5-Star Climate rating on the CCRPI index.</p> <p>The initiatives that we began this year will continue into the future years.</p>	<p>IP</p>
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	<p>celebrate successes.</p> <p>Enforce grading consistency across contents in each grade levels; ensure that all grades are in percentages (out of 100%); utilize formative assessments throughout instruction to prepare students for summative assessments. This helps with better clarity and fairness for all students, and assists parents in better interpreting and understanding grading procedures.</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>	<p>Continue to develop the DMS Foundation focusing on improved partnership between the PTSA and Foundation.</p> <p>Utilize parent volunteer committees and clearly communicate invitation to parents for school functions so that they are able to be involved. Increase number of parent volunteers at Durham events without compromising campus safety and security.</p> <p>ABA Ambassador Program.</p> <p>Increase community partnerships with businesses and churches through PTSA, Foundation, and school.</p> <p>Provide communication consistency, Wednesday e-blast, Sunday PTSA e-Blast, Friday staff memo, etc. so that parents and community are aware of events and ways to be involved.</p>	<p>Stakeholder survey data; school climate rating; anecdotal data</p>	<p>Parents, students and staff</p>	<p>None</p>	<p>Our work to enhance parental relationships and involvement is always in progress. We have made some gains and will continue to make some adjustments to our programs. Our communication is in place and working well. Our partnerships through our PTSA are working very well. Continued focus on building business partnerships and increasing the role and parent involvement in the Foundation are needed.</p>	<p>IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Establish mission statement for Durham Middle School.</p> <p>Regular attendance at ABA meetings to increase community involvement.</p>	<p>Staff awareness of mission and action toward mission.</p> <p>Increased support and partnerships with local businesses and churches.</p>	<p>All staff members</p>	<p>None</p>	<p>A mission was established last year, but with our new learning about the PLC process, this is something that requires that we revisit this year.</p> <p>ABA partnership is still strong.</p>	<p>IP</p>

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

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)	Utilize rigorous interview questions to promote better, more in depth interviews. Hire special education teachers for special education openings and provide strong mentorship in order to change the culture of SPED at Durham	Survey data, retention, and school climate ratings	Principal	None	Hiring is always in process. I utilize rigorous interviews and work to bring the right people onto the staff. Special education teachers at Durham are now all specifically trained, certified, and desiring to teach special education. This has improved the morale in this department and improved the student outcomes as well.	IP
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	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	N/A

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Assign all new staff members a mentor in the subject area that they teach.</p> <p>Meetings weekly with all new special education teachers and the SSA to assist in meeting timelines,, answering questions, etc.</p> <p>Weekly meetings with counselors and SSA on new procedures for 504 (Goalview), RTI, and progress monitoring.</p> <p>Hold weekly grade level meetings to address PLC/data team needs, instructional strategies, and student progress monitoring methods (CTLS, iRespond, Touchstones)</p> <p>Clearly communicate expectations and non-negotiables for planning, assessment, and instruction.</p>	<p>Trend data from surveys, observation, student performance on common assessments, and stakeholder feedback (teachers, parents, students); teacher retention rate</p>	<p>Admin, counselors, and teachers</p>	<p>Mentors, training in progress monitoring, PLC's & data teams</p>	<p>All new staff members are assigned a mentor. Brand new teachers have a more structured mentorship; experienced by new-to-Durham teachers are paired with a teacher buddy for the school-specific items that arise.</p> <p>All new special education teachers have both a teacher mentor and a weekly standing appointment with the SSA to ensure they are properly trained.</p> <p>Weekly grade level professional learning is held. We will continue to improve this through our work toward building a strong PLC.</p> <p>Non-negotiables (learning target focus, etc.) are clearly communicated and monitored. This will continue into next year. Lesson planning expectations have also been established and will continue into next year. As we work toward the PLC culture, we need to work on establishing clear expectations and non-negotiables for collaboration time.</p>	<p>IP</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 upon instruction, administration, and current practices.</p> <p>Utilize flexible assessment system where able for experienced teachers demonstrating proficiency.</p>	<p>Trend data from surveys, observation, student performance on common assessments, and stakeholder feedback (teachers, parents, students)</p>	<p>Admin and teachers</p>	<p>None</p>	<p>TKES and LKES are annual evaluations. Reflection is ongoing with regard to staff survey data, areas of growth and areas of strength. Each year is independent of the previous year, so this use of results continues each year.</p>	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</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>