

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Areas and Priorities 2016-2019 <i>Focus Priorities:</i> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					<u>Focus Priority</u>
	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	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

<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Continue Data Team implementation to focus on all students but specifically critical needs groups (ELL and SWD).</p> <p>Implement and monitor progress of focus groups (ELL and SWD)</p> <p>Use CTLS/FFAS to examine student progress and determine instructional needs</p>	<p>Common teacher-designed formative/summative assessments</p> <p>Assessment data Goal/progress sheet</p>	<p>Teachers Coaches</p>	<p>Goal/progress sheets</p> <p>Data Analysis documents</p>	<p>Mentor groups worked during advisement to discuss academics and behavior with the target students.</p> <p>Used FFAS/CTLS to develop formative assessments and provide real-time data to inform and adjust instruction.</p> <p>Monitor progress using SMI/SRI and compact to remediate.</p> <p>Staff members use flexible tutoring to assist students with deficiencies in all content areas.</p>	<p>Met, but ongoing (in progress).</p>
<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>Continue implementation of Data Teams</p> <p>Provide structures and opportunities for collaborative and interactive planning</p>	<p>Common assessment data</p> <p>Weekly planning and data meetings w/reflection forms</p>	<p>Teachers Coaches Admin</p>	<p>Common assessments</p> <p>Specific planning schedule</p>	<p>Used FFAS/CTLS to develop formative assessments and provide real-time data to inform and adjust instruction.</p> <p>Data teams meet promptly after formative assessments to examine results and adjust instruction.</p>	<p>Met, but ongoing (in progress).</p>

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Develop a best practices web channel to better access web resources.</p> <p>Develop a differentiated PL calendar</p>	<p>Use of symbaloo on teacher desktop</p> <p>EdCamp –PL Participation</p> <p>PL Calendar</p>	<p>Admin Coaches</p>	<p>TKES Data Learning Walks Self-Assessment</p> <p>PL Needs Assessment</p>	<p>We did not access a best practices web channel this year.</p> <p>CTLS/FFAS phases training throughout the year.</p> <p>EdCamp on the PL day.</p> <p>PLC development, using data to impact instruction.</p>	<p>In-progress.</p>
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Determine reading level using Scholastic Reading Inventory (SRI) (Universal Screener)</p> <p>Provide Reading Connections w/ Read 180 support class for students reading below grade level</p> <p>Utilize specific reading strategies in all content areas</p> <p>Utilize Thinking Maps for literacy development</p> <p>Sustained Silent Reading during our FLT-Advisory Period</p>	<p>(SRI) Assessment Data</p> <p>Read 180- Lexile growth</p> <p>Lesson plans & Observations</p> <p>Lesson plans & Observations</p> <p>Sustained Silent Reading during (apprx. 2 times per week)</p>	<p>Teachers Coach</p> <p>Teachers Coach Admin All Staff</p>	<p>SRI Assessment</p> <p>Specific reading strategies</p> <p>Reading Material (Books, Magazines, Ebooks, etc...)</p>	<p>SRI scores collected three times this year to show growth and needs.</p> <p>Reading connections showed growth among their students (Read 180).</p> <p>We did not utilize specific reading strategies across the curriculum; however, we used Thinking maps to develop literacy.</p> <p>Maintained commitment to sustained silent reading during FLT-Advisory Period.</p>	<p>Met, but ongoing (in progress).</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>Utilize Thinking Maps for content development</p> <p>Provide Math Connections for selected students performing below mastery</p> <p>Utilize universal screener (County Provided-Scholastic Math Inventory)</p>	<p>Lesson plans & Observations</p> <p>Pre-Mid- Post Scholastic Math Inventory (SMI)</p> <p>Data Team Monitoring</p>	<p>Teachers</p> <p>Coach</p> <p>Title I funds</p>	<p>Universal screener</p>	<p>An additional Math connection class was provided this year. Increased targeted math support within classrooms.</p> <p>Average quantile growth of 130 points school-wide.</p> <p>Thinking Maps Professional Development specifically for Math department was implemented, increasing the use of Thinking Maps throughout the department.</p>	<p>Met</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Utilize data teams to monitor achievement</p> <p>Monitor SWD/ELL student groups' progress</p> <p>Implement RTI strategies for students who are not experiencing success</p> <p>Provide students with additional opportunities to master skills</p>	<p>Grade profiles</p> <p>Advisement-Plan of Action & Goal Attainment forms</p> <p>CSIS RTI plans</p> <p>Lesson plans w/remediation</p>	<p>Teachers</p> <p>Coach</p> <p>Admin</p>		<p>Provided content area interventions.</p> <p>Students on RTI were monitored frequently.</p> <p>Use of SMI/SRI to monitor students.</p> <p>Used CTLS touchstones to drive data team meetings.</p>	
<p>8. Other: Decrease the number of students with 6 or more absences.</p>	<p>Implement Truancy intervention</p>	<p>TIP</p> <p>PPO-Monitoring Calls, cards, letters</p>	<p>Admin, counselors, social work, teachers</p>	<p>Numbers increased from 34% to 39%.</p>		

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

<p><i>District Focus Areas and Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p> <p>Key Actions: (List as many actions as needed in each box.)</p> <p>Measured by: (Formative and/or Summative)</p> <p>Owner(s):</p> <p>Resources Needed:</p> <p>Results Of Key Actions: (<u>Due June 30, 2017</u>)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</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>
<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>N/A</p>

<p>Provide targeted resources for students:</p> <p>1. not reading on grade level (Lexile)</p> <p>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</p> <p>3. not on-track for graduation (S)</p>	<p>1. Utilize: READ 180 & Language! Live, Readworks</p> <p>2. Provide Math Conn/Math Support for specific students utilizing Thinking Maps & Path to Proficiency</p> <p>3. Monitoring of student progress through Focused Advisement all students as well as maintaining focus on "AIMS" students (goal setting/self-monitoring)</p>	<p>Baseline Data: use lowest 25% based on standardized testing</p> <p>Post Data: Universal screener will be used 2-3 times for specific data and growth</p> <p>AIMS Advisors will measure percentage of students who pass a certain amount of classes each semester.</p>	<p>Teachers</p> <p>Admin</p> <p>Coaches</p>	<p>Read 180</p> <p>Language! Live Readworks</p> <p>Data tracking tools for students</p> <p>SRI and SMI</p>	<p>Increased by 10 points (from 52 to 62 points) based on results of RI.</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>N/A</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</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>

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

<p><i>District Focus Areas and 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: (Formative and/or Summative)</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>	

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p> <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Provide regularly scheduled School Council Meetings</p> <p>Participate in PTSA/Foundation meetings, activities, etc.</p> <p>Invite parents to participate in Title I Parent Compact, Policy Review Meeting & Plan</p> <p>Provide "Huddle up" Coffee & Conversation with staff & stakeholders</p> <p>Implement Parent Workshop Series: Social Media & Internet Safety Social/Emotional Understanding Assessments</p> <p>Utilize Blackboard & social media to promote school activities, successes, etc.</p> <p>Family Nights: Math & Science Night Literacy Night International & Family Night Food Truck 5K</p>	<p>Sign-in Sheets</p> <p>Agendas</p> <p>Minutes of meetings</p> <p>Flyer & Agenda</p> <p>School Climate Survey</p> <p>Title 1 Survey</p> <p>Partners in ED contracts</p> <p># of followers</p>	<p>Principal</p> <p>Admin</p> <p>Coach</p> <p>Staff</p> <p>PTSA</p>	<p>Parent Workshop Series: Recorded Sessions</p> <p>Title I Parent Compact & Policy</p> <p>You Tube Channel</p> <p>Twitter/ Facebook</p>	<p>6 School Council Meetings held</p> <p>Admin Completed</p> <p>Academic Coach and Parent Liaison held multiple meetings</p> <p>Principal Held Two</p> <p>Academic Coach and Parent Liaison hosted multiple workshops</p> <p>Increased exposure due to Facebook, Twitter, Instagram, Text messaging</p>	<p>M IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>More involvement with partners in ed. Appointing staff member to head.</p>					

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

<p><i>District Focus Areas and 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: (Formative and/or Summative)</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions: (Due June 15, 2016)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend CCSD Transfer and Hiring Fairs</p> <p>Utilize KSU partnership for TOSS and student teachers to consider as qualified candidates</p>	<p># of staff hired from fairs</p> <p># of KSU/ECMS student teacher participants</p>	<p>Principal</p> <p>Admin</p> <p>Teachers</p>	<p>Time</p>	<p>Admin. attended fair.</p> <p>Interview all qualifying applicants.</p>	<p>M</p> <p>IP</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>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>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Continue with collaborative planning for instruction, assessment, implementation of engagement strategies</p> <p>Implement mentoring Program New to ECMS. Supply strategy Monday Messenger for implementation (school updates) following PL</p> <p>Provide opportunities to all staff to attend local, state, and national conferences and workshops that focus on standards, engagement, assessment, and monitoring</p>	<p>Lesson Plans</p> <p>Data Team documents</p> <p>TKES Summary LKES Survey Agendas</p> <p>Strategies indicated in Messenger</p> <p>PL Conference Calendar with Attendees</p>	<p>Teachers</p> <p>Coaches</p> <p>Admin</p>	<p>TKES Summary</p> <p>Lesson Plan (monitoring)</p>	<p>Weekly meeting with subject area.</p> <p>Implemented by admin and peers.</p> <p>Monday Messenger went out weekly for school wide updates.</p> <p>Representatives from content areas had opportunity to attend.</p>	<p>M</p> <p>IP</p> <p>M</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>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Provide TKES Training and implement Professional Norms</p> <p>Provide PL and support based on TKES data</p> <p>Provide opportunities for teachers to observe other teachers for proficient implementation of identified standards</p>	<p>TKES Summary</p> <p>Reflection of participants LKES Survey</p> <p>PL Calendar</p>	<p>Teachers</p> <p>Coaches</p> <p>Admin</p>	<p>TKES Summary 2015-2016</p>	<p>Provided reading material covering the TKES and professional norms. Reviewed targeting standards with new teachers. Occurred for specific needs/limited basis.</p>	<p>M</p> <p>IP</p> <p>M</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>	<p>Stipulations for gifted/ESOL endorsement</p>					

NEXT STEPS: 2017-2018

Board Goal 1: CTLS offers web resources. Use CTLS bookmarks to access resources for best practices. ADD System 44 (IEL, SWD) targeted lower level we are using an integrated model

Board Goal 2:

Continue monitoring of student progress through Focused Advisement. Increase the frequency of contact between mentors and students considered not on-track for graduation.

Board Goal 3: Professional Development/Teacher training on digital communication with parents and various stakeholders. Remove language in regards to Blackboard, replace with "digital communication". Include a key action for continuing to strengthen relationships partners in ed.

Board Goal 4: New teachers choose 3 people they would like as a mentor after meeting initially with administration as a part of the mentor program. Provide incentives (ex: free of lunch duty) for hosting a student teacher. Sharing TKES data at the second semester pre-planning meeting and post-planning. Admin Blog for parent Communication