

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;"><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></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><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<ul style="list-style-type: none"> • Maintain data logs containing Milestone levels of performance. • Use flexible grouping strategies 	<ul style="list-style-type: none"> • End of Grade Assessment • Common Assessments 	<p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • Touchstones/CTLS • Unit Assessments • I Respond 	<p>Teachers used a data log to organize, examine, and adjust instruction. They also used CTLS to analyze assessment data.</p>	<p>Met</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>	<ul style="list-style-type: none"> • Use Pacing Guide & Standards to develop assessments • Collaborate each Wednesday to Plan Lessons & Adjust Instruction based on student performance on assessments. • Create A schoolwide Common Assessment Calendar for quarterly benchmarks. • PLC's will create a calendar for monthly data analysis on Common Assessments. • Additional support on use of Flexible Formative Assessments created by science and social studies teachers and entered in CTLS will be provided to increase use with the IRespond System. 	<ul style="list-style-type: none"> • Flexible Formative Assessments • Lesson Plans • Data Logs 	<p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • Curriculum • Academic Coaches 	<p>Math and ELA flexible formative assessments were used; however, science and social studies had to create their own. The adjustment of instruction is still in progress.</p>	<p>Met</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> • Develop grade level, content-specific professional learning that addresses the following: TKES, STEAM, Problem-Based Learning, "RACE" Writing Strategy, Social Studies Inquiry, and Professional Learning Communities. 	<ul style="list-style-type: none"> • Staff Survey • Walk-Throughs • Lesson Plans 	<p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • SFSD • Academic Coaches • Teacher Leaders • Administration 	<p>All planned professional learning activities were provided locally on campus and off campus with district support for all teachers.</p>	<p>Met</p>

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> Integrate literacy across all subject matter during the Extended Learning Time as well as during all classes. Provide incentives for reading based on improved Lexile Levels after SRI administrations through announcements, newsletters, quarterly honor roll celebrations, prizes awarded to students. Implement System 44 in 6th/7th Implement Read 180 in 6th/7th/8th 	<ul style="list-style-type: none"> Reading Inventory 3 X 	All Staff	<ul style="list-style-type: none"> Academic Coach Local Funding System 44 Read 180 	<table border="0"> <tr> <td colspan="2">Milestones</td> <td></td> <td></td> </tr> <tr> <td></td> <td>2016</td> <td></td> <td>2017</td> </tr> <tr> <td>6th</td> <td>47%</td> <td></td> <td>54%</td> </tr> <tr> <td>7th</td> <td>63%</td> <td></td> <td>60%</td> </tr> <tr> <td>8th</td> <td>74%</td> <td></td> <td>75%</td> </tr> <tr> <td colspan="4">Reading Inventory</td> </tr> <tr> <td></td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>6th</td> <td>27%</td> <td>34%</td> <td>38%</td> </tr> <tr> <td>7th</td> <td>28%</td> <td>32%</td> <td>38%</td> </tr> <tr> <td>8th</td> <td>35%</td> <td>39%</td> <td>48%</td> </tr> </table>	Milestones					2016		2017	6 th	47%		54%	7 th	63%		60%	8 th	74%		75%	Reading Inventory					Fall	Winter	Spring	6 th	27%	34%	38%	7 th	28%	32%	38%	8 th	35%	39%	48%	Met				
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<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>	<ul style="list-style-type: none"> Hire Title I Math Coach to support math achievement. Implement Math 180 in 6th/7th/8th Implement Math Connections Provide access for student math practice at home via IXL web program. 	<ul style="list-style-type: none"> Math Inventory 3 X 	All Staff	<ul style="list-style-type: none"> Math Coach Math 180 Math Connections IXL 	<table border="0"> <tr> <td colspan="2">Milestones (Levels 2-4)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>2016</td> <td></td> <td>2017</td> </tr> <tr> <td>6th</td> <td>47%</td> <td></td> <td>51%</td> </tr> <tr> <td>7th</td> <td>44%</td> <td></td> <td>47%</td> </tr> <tr> <td>8th</td> <td>46%</td> <td></td> <td>43%</td> </tr> <tr> <td colspan="4">Math Inventory</td> </tr> <tr> <td></td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>6th</td> <td>5%</td> <td>10%</td> <td>22%</td> </tr> <tr> <td>7th</td> <td>7%</td> <td>10%</td> <td>13%</td> </tr> <tr> <td>8th</td> <td>5%</td> <td>12%</td> <td>15%</td> </tr> <tr> <td colspan="4">Next year our math coach will be full time.</td> </tr> </table>	Milestones (Levels 2-4)					2016		2017	6 th	47%		51%	7 th	44%		47%	8 th	46%		43%	Math Inventory					Fall	Winter	Spring	6 th	5%	10%	22%	7 th	7%	10%	13%	8 th	5%	12%	15%	Next year our math coach will be full time.				Met
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<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> Increase Parent Involvement through face to face conferences, phone conferences, Parent Synergy Use Offer instructional tutoring. 	<ul style="list-style-type: none"> Synergy Usage Reports Sign In Logs Conference Log 	All Staff Parent Liaisons (Title I & III)	<ul style="list-style-type: none"> Title I Title III 20 Day Fund 	<table border="0"> <tr> <td colspan="2">Retention</td> <td></td> <td></td> </tr> <tr> <td></td> <td>2016</td> <td></td> <td>2017</td> </tr> <tr> <td>6th</td> <td>0</td> <td></td> <td>3</td> </tr> <tr> <td>7th</td> <td>0</td> <td></td> <td>0</td> </tr> <tr> <td>8th</td> <td>0</td> <td></td> <td>1</td> </tr> <tr> <td colspan="4">Next year, longer academic classes will allow time for intervention during class.</td> </tr> </table>	Retention					2016		2017	6 th	0		3	7 th	0		0	8 th	0		1	Next year, longer academic classes will allow time for intervention during class.				Not Met																				
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<p>8. Other: Increase rigorous learning opportunities for all students.</p>	<ul style="list-style-type: none"> Implement STEAM instructional strategies during Extended Learning Time to increase rigor and relevance in curriculum. Offer Algebra I, Spanish, French., High School Visual Arts 	<ul style="list-style-type: none"> STEM Certification Synergy EOG 	All Staff	<ul style="list-style-type: none"> Local School Funding CCSD 	Next year STEAM opportunities will be integrated in all classes; the ELT period will be eliminated resulting in longer academic classes.	Met																																												

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

<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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> Create Gifted Resource Courses during Extended Learning Time: 1 per 6th/7th/8th Grade 	<ul style="list-style-type: none"> Synergy 	<ul style="list-style-type: none"> Mann McCall Thomson 	<p>Advanced Learning Program Curriculum</p>	<p>At least 80 students participated in Gifted Resource Classes during ELT.</p> <p>With the elimination of the separate extended learning time period next year, gifted resource will not be provided.</p>	<p>Met</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>NA</p>

<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. System 44, Read 180, Tutoring 2. Math Coach 50%; Math 180, Math Connections, Tutoring <p>Link Khan Academy Videos in English & Spanish on Blogs and provide parent instructions for access.</p>	<ol style="list-style-type: none"> 1. Reading Inventory 2. Math Inventory <p>Blog Review</p>	<p>Reading Teachers Math Teachers, Math Coach</p>	<p>Title I 20 Day Funds CCSD</p>	<p>18 sixth graders participated in System 44.</p> <p>120 students participated in Read 180.</p> <p>167 students participated in the Fall Extended Day Tutoring Program.</p> <p>198 students participated in the Spring Extended Day Tutoring Program.</p> <p>105 students participated in Math 180.</p> <p>60 students participated in Math Preview Connections.</p> <p>Next year consider use of System 44 in the small group language arts class for special education.</p>	<p>Met</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<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>											
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> Administer Climate Surveys Administer PBIS Surveys Analyze Survey Data Conduct Parent Input Meetings 	<p>Survey Data</p>	<p>School Strategic Team, Parent Liaisons (Title I & III)</p>	<ul style="list-style-type: none"> CCSD PBIS Coach Title I, III 	<p>Climate Survey Participation</p> <table border="0"> <tr> <td>Students</td> <td>100%</td> </tr> <tr> <td>Staff</td> <td>79%</td> </tr> <tr> <td>Parent</td> <td>165</td> </tr> </table> <p>Operational PBIS Level</p>	Students	100%	Staff	79%	Parent	165	<p>Met</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"> See Title I Plan 	<p>See Title I Plan</p>	<p>See Title I Plan</p>	<p>Title I</p>	<p>See Title I Plan</p>	<p>Met</p>						

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Offer Middle School 101 Parent Session (8/27/16) • Teach Adult English Language Class for Parents (Aug-Dec.) • Support ESOL Families with Parent Liaison (9/7 & ongoing) • ESOL Extended Learning Time for Special Education Dual Served Students (ongoing) • Communication is ongoing in both languages to increase parental participation. 	<p>Comparison of 2015-16 and 2016-17:</p> <ul style="list-style-type: none"> • Participation • Synergy Usage 	<ul style="list-style-type: none"> • Counselors • Thurman • Weston • Lockhart, Seabrooks, Gugleilmi, Lyles 	<ul style="list-style-type: none"> • Title I • Title I • Title III • CCSD 	<p>Increased attendance for MS 101.</p> <p>12 Parents completed the Adult English Language Class. (daycare provided)</p> <p>Increased ESOL parent participation from 13 to 17 in the American Schools 101 session and from 2 to 20 in the literacy night, Bananas for Books.</p> <p>Weekly announcements were provided to parents in English and Spanish.</p> <p>Next year we will add more curriculum night sessions and increase visibility of the Title I and Title III Parent Liaisons with parents.</p>	<p>Met</p>
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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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<ul style="list-style-type: none"> Consider interview teams including teachers when possible. 	<ul style="list-style-type: none"> TKES Ratings to Document Success and identify professional learning needs. 	<ul style="list-style-type: none"> Administration Teachers 	<p>Time</p>	<p>Some teachers participated in interview team.</p> <p>Two teachers were selected to serve on the district's recruitment team.</p>	<p>In Progress</p>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> Conduct Classroom observations Conduct peer observations and record videos for self-reflection Support new teachers with modeling of instruction 	<ul style="list-style-type: none"> Observations (TKES) 	<ul style="list-style-type: none"> Academic Coaches, Administration New Teachers Academic Coaches 	<p>Title I CCSD</p>	<p>Next year time will be scheduled for all teachers to participate in peer observations. Also, math teachers will record video reflections.</p>	<p>In Progress</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>Met</p>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> Participate in local, state, and national professional learning opportunities Mentor teachers and administrators 	<ul style="list-style-type: none"> TKES LKES 	<ul style="list-style-type: none"> Teachers Administration 	<p>CCSD KSU</p>	<p>The mid-year TKES conference held in vertical teams addressed formative data. Next year we will plan professional learning to address other TKES components.</p>	<p>Met</p>	

<ul style="list-style-type: none"> • Other: • (Specific to school, division, or area. Can be more than one.) 	<ul style="list-style-type: none"> • Coordinate an “ED Camp” at Floyd and invite other teachers and schools 	<ul style="list-style-type: none"> • Survey 	<ul style="list-style-type: none"> • School Strategic Team 	Local	A very successful EDCamp was held at Floyd on November 8 and teachers asked to do it again. Next year other schools will be invited to participate.	Met
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