

## 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 IE<sup>2</sup>, 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
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>	*Collaboratively plan differentiated instruction based on student data during grade-level PLCs	*SRI (F) *SMI (F)	*Teachers *Academic Coach	*Designated Collaborative Planning Sessions *iRespond		
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>	*Develop, adjust, and deliver math common assessments *Deliver a writing assessment in grades 3-5	*SRI (F) *SMI (F) *Write Score writing assessment (F)	*Teachers *Academic Coach	*Designated Collaborative Planning Sessions *Purchase Write Score Assessment (2/year) *iRespond		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	*Plan professional learning to support school improvement initiatives, e.g. vocabulary & writing strategies, differentiation strategies, engagement strategies, specialized instructional strategies for SWD and ESOL, technology integration	*SRI (F) *SMI (F)	*Academic Coach *SSA *TTIS *Teachers	*Professional Learning Sessions – grade level and vertical teams		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>*Implement strategies that support school improvement initiatives (see #4 above) to increase reading comprehension *Monitor reading data for groups affecting our gap scores (SWD and ESOL) *Utilize Read180 and System44 as an intervention for students scoring in the lowest 25% on SRI or EOG Assessments</p>	<p>*SRI (F) *System 44 and Read 180 (F)</p>	<p>*Teachers *Academic Coach *Administrators</p>	<p>*Licenses for System 44 and Read 180 *Tutors (Title I and 20-Day \$)</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>*Implement strategies that support school improvement initiatives (see #4 above) to increase math achievement *Monitor math data for groups affecting our gap scores (SWD and ESOL)</p>	<p>*SMI (F)</p>	<p>*Teachers *Academic Coach *Administrators</p>	<p>*Tutors (Title I and 20-Day \$)</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>*Focus on ensuring that all second grade students are ready to move on to 3<sup>rd</sup> grade – score 80% or better on all common math assessments and have a Lexile score of 550 or higher *Employ tutors to support lowest quartile students *Create a plan for the students who do not meet proficiency (79% or lower) on common assessments</p>	<p>*SRI (F) *SMI (F)</p>	<p>*Teachers *Academic Coach *RTI Teams *Administration</p>	<p>*Tutors (20-Day \$)</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</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>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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>*Establish a Dual Language Immersion Kindergarten *Establish Advanced Content Reading/ELA and Math courses in 4<sup>th</sup> Grade *Maintain the No Place for Hate program</p>	<p>*SRI *SMI *Discipline Data</p>	<p>*Teachers *Professional School Counselors</p>	<p>*DLI teaching resources and related professional development *AC course resources and related professional development *Funds to purchase rewards and tickets to recognize students for exhibiting good character</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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>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)</p>	<p>1. Maintain the System44/Read 180 Lab; Establish EIP reduced-class size model at all grade levels; Utilize Title I and 20-day tutors  2. Establish EIP reduced-class size model at all grade levels; Utilize Title I and 20-day tutors  3. Implement RTI Process w/ interventions</p>	<p>*SRI (F) *Running Records (F) *SMI (F) *Math Touchstones (F)</p>	<p>*Teachers *Academic Coach *Administration *Counselors *SSA</p>	<p>*System44/Read 180 licenses *Title I and 20-day funding</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>	N/A	N/A	N/A	N/A	N/A	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	*Utilize stakeholder data to plan at least 2 opportunities for stakeholders to give input on school improvement efforts and resources *Utilize School Council to provide input on school improvement efforts and resources	*AdvanceEd Survey results *Title I Parent Survey results *School Council minutes	*Administration *Parent Liaison *School Council members	*None		

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	*Develop the Title I Plan to include multiple opportunities for parental involvement	*Sign-in Sheets *School Calendar of Events	*Parent Liaison *Staff	*Building the Contributions and Capacity of Parents Professional Learning		
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)					
<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	*Ensure that all new hires are Highly Qualified	*Certification	*Administrators	*None		

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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	*Participate in grade-level and vertical PLCs *Participate in grade-level Data Teams *Provide professional learning for new and veteran staff *Provide new teacher mentoring and formal induction program	*Proficiency on TKES Evaluation *Professional Learning Log	*Administrative Team *Teachers *Academic Coach *TTIS	*Teaching & Learning Support as needed		
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>	*Use TKES self-assessment and walkthrough data to identify professional learning needs *Use LKES Survey results to identify areas of improvement for administrative team *Ensure that any teacher scoring in Level I or II is on a PLP	*TKES self-assessment *LKES Surveys *TKES walkthrough and formative assessment results	*Administrative Team *Academic Coach	*None		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						