

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;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Provide professional learning on close reading strategies across all contents, Project Based Learning, data analysis, and CTLS</p> <p>Create common assessments to monitor student progress</p>	<p>Implementation of strategies and utilization of common assessment data to develop students' proficiencies in the content</p> <p>Creation of common assessments</p> <p>Lesson Plans reflecting use of strategies and common assessments</p> <p>Administrators completion of walks and observations and provide specific feedback</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Professional learning on Data Analysis, RTI, CTLS, Close Reading Strategies</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>Use flexible formative assessments to monitor student progress</p>	<p>Touchstone Data Differentiated Lesson Plans Academic Intervention Plans</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Training on CTLS and Use of Flexible Formative Assessment for all new Teachers</p> <p>Creation of academic interventions to target specific student deficits</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide all teachers with on-going Professional Learning (PL) emphasizing research-based instructional strategies in the areas of Close Reading Strategies, Project Based Learning (PBL), and technology integration to implement a rigorous curriculum</p> <p>Create opportunities for teachers to observe colleagues</p>	<p>Implementation and use of strategies in the area of close reading, PBL, and technology.</p> <p>Differentiated lesson plans to meet the needs of all students</p> <p>Completion of Peer Observations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>On-going Professional Learning</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Identify students at the basic or below basic levels from 2016 administration of RI and provide structured academic interventions to address deficits</p> <p>Focus on reading, writing, vocabulary development, speaking/presenting, research/inquiry, critical thinking and project based learning as central aspects to all content area instruction</p>	<p>RI Data Academic Interventions</p> <p>Differentiated Lessons</p>	<p>Teachers Academic Coaches Administrators</p>	<p>RI Data</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>Use a comprehensive balanced assessment approach in math to monitor students' mastery of the content</p>	<p>Type of Assessments used</p> <p>On-going formative and summative assessments to include but limited to pre-and-post assessments</p> <p>Touchstone Data</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Assessment Training to monitor progress student</p> <p>MI Training on the use of quartiles</p> <p>MI Data</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Implementation of on-going specific academic interventions to address student deficits such as individual tutoring, Enrichment Wednesdays Support, before and after school tutoring.</p>	<p>Number of Failures Total number of students promoted</p>	<p>Teachers Academic Coaches Administrators</p>	<p>N/A</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Monitor <i>implementation of PBIS</i></p>	<p>Decrease in Discipline Referrals Improvement in Quarterly Grades Increase in student Attendance</p>	<p>Teachers Academic Coaches Administrators</p>	<p>PBIS training for all new staff</p>	<p>PBIS Professional Learning</p>	

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>	<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>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. Structured reading assistance before, during, and after school 2. Structured math assistance before, during, and after school 3. N/A</p>	<p>RI & MI Data</p>	<p>Teachers Academic Coaches Administrators</p>	<p>20 Day Funds</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>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Establish PTA Board and Local School Council to support school academic and operational procedures</p>	<p>Establishment of PTA and Local School Council</p>	<p>Principal</p>	<p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>See Title I 2016-2017 Parent Involvement Plan</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>						

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>					
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Formulate an extensive interview process with multiple personnel using consistent verbal and performance tasks</p> <p>Provide yearlong support for all teachers to ensure their success</p>	<p>TKES Report</p> <p>Retention of Teachers</p>	<p>Principal Administrators</p> <p>Academic Coaches</p> <p>Subject Coordinators</p>	<p>N/A</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>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>						

Other:
(Specific to school, division, or area.
Can be more than one.)

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Revised 9/1/2016