

## 2016-17 Cobb County School District Strategic Plan – Final

### 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)					
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , 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
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>	<p>Teachers will <b>COLLABORATE</b> weekly with intentional data discussions using a common framework. They will <b>GATHER/ANALYZE</b> data from common assessments and use to <b>ADJUST</b> instruction.</p> <p>Language Arts teachers will <b>USE</b> a common rubric for scoring constructed response writing to bring uniformity to scoring process.</p>	<p>Common Assessment data</p> <p>Common Assessment data</p>	<p>Teachers and Administrators</p> <p>Teachers and Administrators</p>	N/A	<p><b>DDIF (Data Driven Instructional Framework) with notes housed on Staff Drive and Office 360 (Improvement is needed relative to consistency across teams)</b></p> <p><b>Mandatory weekly PLC meetings</b></p> <p>-----</p> <p><b>4-3-2-1 scoring rubric used school wide</b></p>	IP
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>	Teachers will <b>USE</b> student performance results of common assessments to <b>DIFFERENTIATE</b> and specially <b>DESIGN</b> instruction to ultimately <b>INCREASE</b> student achievement.	Common Assessment data	Teachers and Administrators		<b>DDIF/lesson plans reflect differentiation based on ability levels and assessment results</b>	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p><b>PROVIDE</b> grade level/content trainings:</p> <ul style="list-style-type: none"> <li>• CCSD Technology updates 8/22</li> <li>• STEM initiative – 8/22</li> <li>• Social/Emotional Engagement – 9/12</li> <li>• Common Strategies/Assessments</li> <li>• Data Analysis/Differentiation</li> <li>• Release days for specific trainings per content LArts Teachers – Constructed response with CTLS – 10/3</li> </ul>	<p>Observations – TKES Platform lesson plans.</p>	<p>Teachers, administrators and county personnel.</p>	<p>County personnel, TTIS, subject area supervisors and teachers.</p>	<p><b>Staff development plan and professional learning agendas</b></p> <p><b>Weekly PLC meetings</b></p> <p><b>Monthly Technology Committee meetings</b></p> <p><b>Tech Tuesdays</b> <b>Webinar Wednesdays</b></p> <p><b>CTLS Trainings through the district</b></p> <p><b>SLDS staff training</b></p> <p><b>Monthly departmental meetings</b></p> <p><b>Schoolwide STEM training and 6 specific trainings for STEM Team</b></p> <p><b>2016-17 PL plan attached</b></p>	<p><b>IP</b></p>
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<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Teachers will <u>USE RI</u> lexile scores to align with correct levels of texts in core content areas to help differentiate instruction.</p>	<p>RI results data from 3 administrations (Aug., Jan. and Apr.)</p>	<p>Teachers; Subject area coordinators, Media Specialist and administrators</p>	<p>RI/MI program components; Destiny database</p>	<p><b>Content related books are aligned to student lexile scores. This key action needs improvement and monitoring</b></p>	<p>IP</p>
	<p><u>INCREASE</u> lexile provided by RI student performance results for low level readers (this includes SWD and EL populations) The specially designed instructions include Read 180, and Systems 44</p>	<p>RI results</p>	<p>Teachers and Administrators</p>	<p>Assessment- Reading Inventory  Program- System 44 READ 180</p>	<p><u>Improvement was evident Below Basic Readers</u>  Fall: 6<sup>th</sup>= 12% 7<sup>th</sup>= 8% 8<sup>th</sup>= 8%  Spring: 6<sup>th</sup>= 6% 7<sup>th</sup>= 4% 8<sup>th</sup>= 5%</p>	<p>IP</p>
	<p><u>INCREASE</u> EL student achievement by moving students' levels one bandwidth. Teacher will <u>PROVIDE</u> targeted direct intensive instruction in the English language while focusing vocabulary in all content areas. The specially designed instructions include Power Vocabulary and E-book explore</p>	<p>ACCESS DATA</p>	<p>ESOL Teacher</p>	<p>Computers and software</p>	<p>The ACCESS 2.0 assessment was re-scaled this year to meet college and career readiness standards. ESOL services now needs to consider the student's academic performance along with ACCESS scores.</p>	<p>IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Math and Math connections teacher(s) will <b>USE</b> student performance results of common assessments to <b>DIFFERENTIATE</b> and specially <b>DESIGN</b> instruction to ultimately <b>INCREASE</b> student achievement</p>	<p>MI Results data from 3 administrations</p>	<p>Math Teachers</p>	<p>Hands-on activities and performance tasks.</p>	<p><b>MI data discussions in PLCs as evidenced in framework notes</b></p> <p><b>MI scores used to determine instructional readiness per unit as evidenced in PLC discussions</b></p> <p><b>All grades showed an average growth in quantiles on the MI</b></p> <p><b>Algebra I/Geometry Block (100 % passing rate)</b></p>	<p><b>IP</b></p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p><b>PROVIDE</b> course support, specially designed instruction, and tutoring opportunities</p> <p><b>IMPLEMENT</b> RTI strategies</p>	<p>Quarterly failure report</p> <p>RTI data in portal</p>	<p>Teachers and Administrators</p> <p>Teachers and Administrators</p>	<p>PLCs</p>	<p><b>Math Support, Read 180 and Tutoring provided throughout the year</b></p> <p><b>RTI Meeting held once a month and regular data input and discussions per student for improvement plans</b></p>	<p><b>IP</b></p>

<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p><b>BEGIN IMPLEMENTATION of STEM PROGRAM</b> initiative through science classes. Targeted (2) science teachers will gather baseline data and plan to implement one project per quarter with their classes</p>	<p>Quarterly student projects with evidence of STEAM components</p>	<p>Science Teachers</p>	<p>Computers</p>	<p><b>Shifted from STEAM to STEM</b></p> <p><b>STEM Team training</b></p> <ul style="list-style-type: none"> <li>• STEM Portfolio</li> <li>• STEM integration across grade levels</li> </ul> <p><b>Implementation of STEM program (2017-18) as a result of training this year (Science/LA collaboration – 8<sup>th</sup> Grade application process for STEM classes</b></p>	<p><b>IP</b></p>
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**Board Goal 2: Differentiate resources for students based on needs.**

<p><i>District Focus Priorities 2016-2019</i></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>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>						<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p><b>TRANSITION</b> the Media Center to a CLC Collaborative learning Center one phase at a time</p>	<p>Physical space changes and teacher/student /parent feedback</p>	<p>Media Specialist and parapro; all stakeholders</p>	<p>Funds/ Furniture and more technology</p>	<p><b>Mobile furniture</b></p> <p><b>Soft-seating spaces</b></p> <p><b>Large touchscreen monitor</b></p> <p><b>Device charging station</b></p> <p><b>Group meeting space</b></p> <p><b>Continuation of CLC (Collaborative Learning Center) development</b></p>	<p><b>IP</b></p>	

Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
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 <b>(S)</b>	<b>For targeted/At risk students</b> 1. <b>PROVIDE</b> Read 180 2. <b>PROVIDE</b> Math Connections 3. <b>IMPLEMENT</b> RTI and <b>PROVIDE</b> Study Skills classes and school wide tutoring	RI/MI data results	Teachers	Software; 20 day funds	<b>Class Rosters indicate changes made as students needed support or mastered the use of support in Read 180 and Math Connections classes; LA, Math, and Reading tutoring offered on Mondays, Tuesdays and Thursdays; Study Skills was provided 1<sup>st</sup> semester and Math support classes</b>	IP
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.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>
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<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>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p><b>SURVEY</b> parent, student and staff to garner stakeholder input via:</p> <ul style="list-style-type: none"> <li>• FACE TIME</li> <li>• School council</li> <li>• Student council</li> <li>• PTSA</li> <li>• Counselor Advisory board</li> <li>• Partners in Education</li> <li>• Community Collaboration Event</li> <li>• School Foundation</li> </ul>	<p><b>Survey results and feedback</b></p>	<p><b>District reports and Administration</b></p>	<p><b>Community participation</b></p>	<p><b>Calendar Dates of listed meetings for:</b></p> <p><b>Face Time Meetings – 9/14, 12/7, 2/28</b></p> <p><b>Principal’s Advisory Meeting – 10/2, 12/2, 4/27</b></p> <p><b>Counselor Advisory Board – 1/25</b></p> <p><b>Partners In Education Luncheon – 11/8</b></p> <p><b>School Foundation Meetings – 12/14, 1/11, 1/23, 3/22</b></p>	<p><b>IP</b></p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p><b>OFFER</b> parent sessions based on stakeholder feedback at varied times to accommodate parents</p>	<p><b>Participation and attendance</b></p>	<p><b>Stakeholders</b></p>	<p><b>Community participation</b></p>	<p><b>Community Collaboration Event – May 23, 2017 5:00 to 7:00pm</b></p> <p><b>I-Parent Session – 9/14</b></p> <p><b>I-Parent Session – 10/12</b></p>	<p><b>IP</b></p>





<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p><b>CONDUCT</b> interviews with a panel and use of a rubric <b>REQUIRE</b> written component for interviews</p> <p><b>DEVELOP</b> and <b>RETAIN</b> teachers with multiple skill sets, such as gifted and ESOL endorsements, special education qualifications, and 21<sup>st</sup> century teacher traits.</p>	<p>Interview questions that address long term goals</p> <p>Increase the number of staff members participating in optional professional development opportunities.</p> <p>Increase from 10% to 20 %.</p>	<p>Administration</p> <p>Certified Staff &amp; Administration</p>	<p>Talent Ed/HR</p> <p>County support to facilitate training classes (Wi-Fi Wednesdays)</p>	<p>Interview rubric and panel interviews are in place</p> <p>Interview question were developed for various content areas</p> <p>Highly Qualified and level ¾ TKES teachers are specifically sought</p> <p>Tech Tuesday's to support 21<sup>st</sup> century teaching</p> <p>TSE or TLE Endorsements</p> <p>In-house teacher mentors</p>	<p>IP</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. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p><b>PROVIDE</b> all grade level/content trainings:</p> <ul style="list-style-type: none"> <li>• CCSD Technology updates – 8/22</li> <li>• STEAM initiative – 8/22</li> <li>• Social/Emotional Engagement – 9/12</li> <li>• Common Strategies/Assessments</li> <li>• Data Analysis/Differentiation</li> </ul>	<p>Observations and TKES ratings for standards 3, 4, 7 and 8</p>	<p>Principal, Administration and Teachers</p>	<p>County support</p>	<p>Common Strategies/Assessment Training provided on Oct. 24th with follow up from the district to support the implementation</p>	<p>IP</p>

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 (IE <sup>2</sup> )	<b>PROVIDE</b> constructive feedback within platform for areas of concern	Walkthroughs/ TKES observations feedback; Self-Reflections	Principal, Administration and Teachers	TKES Platform	<b>TKES Platform report cycle revealed a continued need to focus in the areas of:</b> <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Assessment Strategies</li> <li>• Academically Challenging Environment</li> </ul>	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						