

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)					
Focus Priorities: (Based on priorities identified by IE ² , 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. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	<p>1. Monitor student progress through monthly data analysis of common unit assessments.</p> <p>2. Adjust instruction based on data analyses.</p> <p>3. ELA and Math courses meet bi-annually with the principal to report data and make instructional adjustments.</p> <p>4. Extended teachers half-day planning sessions for more in-depth discussion of data and student progress monitoring with PLC's.</p>	<p>1. Measured by the PLC Agenda and Minutes.</p> <p>2. Increased student performance on common summative assessments and EOCs.</p> <p>3. Principal confirmation</p> <p>4. Half-day PLC minutes</p>	PLC's, Principal, Administration, and Academic Coaches	Sub pay for half day release time funded by Title I, Title II, and SFSD funds	<p>Using CTLS Data teachers reviewed student data in their weekly PLC's.</p> <p>Modified instruction to address the deficits of students.</p> <p>Principal or his designee met with teachers to review CTLS Data and Unit Plans.</p> <p>Adjusted the action due to substitute issues, some PLC groups met on Saturday's.</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>

<p>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)</p>	<p>1. Use flexible formative assessments in all core content areas. 2. Use of a variety of formative assessment strategies and instruments as measured by TKES</p>	<p>1. Data results from PLC Agenda and Minutes. 2. Analyze student progress on content specific flexible formative assessments to drive instructional practices.</p>	<p>PLC, academic coaches, and Administrators</p>	<p>Protected PLC Time</p>	<p>The majority of teachers created common formative assessments in their PLC's and used them in class to monitor student growth. PLC groups met and reviewed student data and documented strategies in the PLC minutes and adjusted their lesson plans based on the data.</p>	<p>IP IP</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide professional learning on student engagement and monitor implementation.</p>	<p>Professional Learning Calendar and PL Survey Results</p>	<p>Administration and Academic Coaches</p>	<p>Title I funds for outsourced consultants</p>	<p>Teachers participated in Professional Learning monthly and embedded in their PLC's. Core teachers also attended National Conferences for their subject area and shared it with their departments.</p>	<p>M</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Use the Reading Inventory for all 9th grade students. 2. Communicate RI results and Identify best practices in reading for high school students and implement across all grades levels.</p>	<p>1. Measured by participation results 2. Inclusion of reading practices in teachers' lesson plans</p>	<p>Teachers</p>	<p>RI</p>	<p>9th grade administered the RI three times per year. RI data was used by teachers in other content areas to identify the reading level of students in their class. This data was also used during IEP meetings.</p>	<p>M M</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>1. Use the MI for all 9th grade students.</p> <p>2. Continue using “Foundations of Algebra” course to increase percentage of passing students on Algebra I End of Course test.</p> <p>3. Provide opportunities for credit recovery in Algebra I, Geometry, Algebra II, College Readiness Math, and MIG.</p>	<p>1. Analyze the MI data</p> <p>2. Analyze second semester’s Algebra I EOC scores</p> <p>3. GradPoint, Course Extension, CVA, and GAVS</p>	<p>1. All math teachers</p> <p>2. Foundations of Algebra and Algebra I teachers.</p> <p>3. Counselors and Teachers</p>	<p>MI</p>	<p>Foundations of Algebra and Algebra I teachers administered the MI three times per year.</p> <p>Teachers analyzed the data and the following subgroups demonstrated growth on the Algebra I EOC</p> <p>ELL 12.4% Black 1.8% SWD 3.9%</p> <p>Students participated in Course Extension and GradPoint to recoup credit for Algebra I, Geometry, Algebra II, College Readiness Math, and MIG.</p>	<p>M</p> <p>M</p> <p>M</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Enroll students in CVA, GAVS, GradPoint, and tutoring, as well as offering Course Extension opportunities.</p>	<p>Analyze students’ grades in CVA, GAVS, and GradPoint.</p>	<p>Administration, Guidance Counselors, and Teachers</p>	<p>Title I Funds</p>	<p>Students were able to participate CVA, GAVS, Gradpoint and tutoring during school hours, afterschool, and in summer school.</p>	
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</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>1. Increase student engagement by the implementation Usher’s New Look for all freshmen. (Year 2)</p> <p>2. Create embedded courses for new academies at PHS to earn credits at an accelerated rate. (Year 2)</p>	<p>1. Module Completion monitored by 9th Literature and Freshmen and Sophomore Seminar teachers</p> <p>2. Compare the rate of credits using 3 year trend data and compare the pass rate data of the students enrolled in the embedded courses from 2015 – 2016 year.</p>	<p>Grade level teachers</p> <p>Administration</p>	<p>Access to the modules</p> <p>Title 1 and SFSD Funds</p>	<p>Students participated in Seminar their Freshmen and Sophomore year. Teachers participated in PBS training and Implemented strategies from the training in their classes.</p> <p>The embedded 9th Lit course increased from 75.8 to 78.8 for the 2016 – 2017 school year.</p>	<p>IP</p> <p>IP</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</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. Use the Reading Inventory for all 9th grade students. Communicate RI results and Identify best practices in reading for high school students and implement across all grades levels. 2. Continue using “Foundations of Algebra” course to increase percentage of passing students on Algebra I End of Course test. 3. Enroll students in CVA, GAVS, and GradPoint, as well as offering Course Extension opportunities. 4. Continue RTI process for students who are not on track for graduation. 	<ol style="list-style-type: none"> 1. Measured by participation results Inclusion of reading practices in teachers’ lesson plans 2. Analyze second semester’s Algebra I EOC scores. 3. Analyze students’ grades in CVA, GAVS, and GradPoint. 4. Identify the number of students who are removed from RTI because they are on track for graduation. 	<ol style="list-style-type: none"> 1. Teachers 2. Foundation of Algebra and Algebra I teachers 3. Administration, Academic Coaches, and teachers 4. RTI Team 	<ol style="list-style-type: none"> 1. RI 2. MI 3. Title I 	<p>RI data was used by teachers in other content areas to identify the reading level of students in their class. This data was also used during IEP meetings.</p> <p>The Alg. I EOC increased from 40.1 to 42.9 during the 2016 – 2017 school year.</p> <p>Students were able to participate CVA, GAVS, Gradpoint and tutoring during school hours, afterschool, and in summer school.</p> <p>Students continued being supported through the RTI process.</p>	<p>IP</p> <p>M</p> <p>M</p> <p>IP</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></p>

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</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>					
	<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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Check AdvED surveys and determine how many parents participated in the survey.</p> <p>2. Review the SSP with all key stakeholders.</p>	<p>1. AdvED survey results</p> <p>2. Agenda and Sign-In Sheet</p>	<p>1. School Leadership Team</p> <p>2. Principal</p>		<p>The survey was promoted through calling posts, email, and our website and parents completed the survey to provide feedback to the school</p> <p>SSP team reviewed the AdvED survey data and used it to make adjustments based on parent feedback.</p>	<p>M</p> <p>M</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 Plan</p>				<p>An increase in parent participation as a result of providing child care for Core Content Academic Nights, Parent University, and partnership with United Way to establish the Adult Leadership Academy.</p> <p>Quarterly Parent Visitation days were also offered.</p>	<p>M</p>

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
Focus Priorities: (Based on priorities identified by IE ² , 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: <u>(Due June 30, 2017)</u>		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Hire or help current teachers obtain additional certifications in gifted, Advanced Placement, ESOL, and Reading.	TKES Evaluation	Administration		Several teachers participated in the CCSD gifted class and Advanced Placement Summer Institute.	M	
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)	N/A	N/A	N/A	N/A	N/A		
Support local school teachers and leaders to improve retention rate. (IE²) (S)	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. (AD)							

Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Develop PL calendar that fosters student engagement and an academically challenging environment.	Surveys and adjustments as needed through individualized plans	Administration		Teachers participated in PL that focused on increasing student engagement and the instructional framework.	M
Other: (Specific to school, division, or area. Can be more than one.)						