

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)	<ul style="list-style-type: none"> • <u>Collaborate</u> bi-weekly in data teams to analyze and adjust instruction. • <u>Review student assessment data</u> • <u>Conduct</u> monthly data summits to discuss student progress and share best practices. 	PLC attendance Best Practices Forms Grading Report Formative and summative assessments	All Content Teachers, Academic Coach and Admin	Data Teaming Documents Grade-view CTLS Data Team Documents	Increased use of formative and summative student assessments, based on observations, agendas, and Data Teams (PLC) collaboration Teachers adjusted instruction for students in Tier 3 (RTI portal) Increased use of the Touch Stone assessments to measure student progress Academic Coach implemented the use of PLC protocols for disaggregating student achievement results	IP IP M

<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>	<ul style="list-style-type: none"> Review CTLS platform and PLC's to assess student learning and adjust instruction to meet student needs. 	<p>Data extracted from common assessments/ screener</p>	<p>All Content Teachers, Academic Coach and Admin</p>	<p>Data collection documents</p>	<p>Overall data collection from RI and MI, as well as teacher made assessments indicate mild growth in reading, moderate growth in mathematics. Forms for Science and Social Studies in progress and will change due to new standards upcoming for next year.</p> <p>Use of re-assessment and re-teaching, teaching in small groups based on student data results</p>	<p>IP</p> <p>M</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> Survey teachers to prioritize Professional Development needs in the areas of technology, CTLS, Differentiation, Rigor and Relevance Train specific teachers for Math 180 	<p>TKES ratings for 4, 5, and 6</p>	<p>All Content Teachers, Admin And CCSD Personnel</p>	<p>TKES/Survey results, and CTLS</p>	<p>TKES results indicated 95% of teacher rated in Level III and Level IV (combined) on the Summative Assessment on TKES -#4, #6, and #8</p> <p>Mr. Westfall- Math 180 teacher fully trained</p> <p>Achieve 3000- no longer used</p>	<p>M</p> <p>M</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"> • <u>Administer</u> (S)RI and Reading Counts school-wide every six weeks 3 times a year to assess student reading growth (August, January and March/ April) • <u>Identify</u> and <u>assign</u> students in Read 180 classes for additional reading support. 	<p>(S)RI data</p> <p>Achieve 3000 levels</p> <p>Read 180 data</p> <p>Student Lexile scores</p>	<p>All Content Teachers, Academic Coach and Admin</p>	<p>Read 180 Systems 44</p> <p>Reading Counts</p> <p>Level Sets</p> <p>Reading Inventory (RI)</p>	<p>RI data-%Below Basic(BB) -% Basic to Adv (B to A)</p> <table border="0"> <tr> <td>Aug.-6thgr</td> <td>May-6thgr</td> </tr> <tr> <td>38%-BB</td> <td>22% -BB</td> </tr> <tr> <td>62%-B to A</td> <td>78% -B to A</td> </tr> <tr> <td>Aug.-7thgr</td> <td>May-7thgr</td> </tr> <tr> <td>30%-BB</td> <td>16% -BB</td> </tr> <tr> <td>70%-B to A</td> <td>84%-B to A</td> </tr> <tr> <td>Aug.-8thgr</td> <td>May-8thgr</td> </tr> <tr> <td>12%-BB</td> <td>11% -BB</td> </tr> <tr> <td>88%-B to A</td> <td>89% -B to A</td> </tr> </table> <p>-Students in need of reading assistance scheduled in two Read 180 classes</p>	Aug.-6thgr	May-6thgr	38%-BB	22% -BB	62%-B to A	78% -B to A	Aug.-7thgr	May-7thgr	30%-BB	16% -BB	70%-B to A	84%-B to A	Aug.-8thgr	May-8thgr	12%-BB	11% -BB	88%-B to A	89% -B to A	<p>IP</p> <p>M</p>
Aug.-6thgr	May-6thgr																							
38%-BB	22% -BB																							
62%-B to A	78% -B to A																							
Aug.-7thgr	May-7thgr																							
30%-BB	16% -BB																							
70%-B to A	84%-B to A																							
Aug.-8thgr	May-8thgr																							
12%-BB	11% -BB																							
88%-B to A	89% -B to A																							
<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"> • <u>Identify</u> and <u>assign</u> students in Math 180 classes for additional math support • <u>Identify</u> students earning D's and F's and students who qualify for high school math courses 	<p>Monitor student progress (math)</p> <p>Math 180 Reports</p> <p>Grade Reports</p> <p>Gradebook</p> <p>Milestones</p>	<p>Math Teachers, Math Coordinator, Admin, and Academic Coach</p>	<p>Software Programs</p> <p>Math 180</p> <p>Math Inventory (MI)</p> <p>Math Manipulatives</p>	<p>MI data-%Below Basic(BB) -% Basic to Adv (B to A)</p> <table border="0"> <tr> <td>Aug.-6thgr</td> <td>May-6thgr</td> </tr> <tr> <td>62%-BB</td> <td>40% -BB</td> </tr> <tr> <td>38%-B to A</td> <td>60% -B to A</td> </tr> <tr> <td>Aug.-7thgr</td> <td>May-7thgr</td> </tr> <tr> <td>67%-BB</td> <td>48% -BB</td> </tr> <tr> <td>33%-B to A</td> <td>52%-B to A</td> </tr> <tr> <td>Aug.-8thgr</td> <td>May-8thgr</td> </tr> <tr> <td>60%-BB</td> <td>40% -BB</td> </tr> <tr> <td>45%-B to A</td> <td>55% -B to A</td> </tr> </table> <p>* 5% not tested</p> <p>-Students identified based on end of 9 week grades</p>	Aug.-6thgr	May-6thgr	62%-BB	40% -BB	38%-B to A	60% -B to A	Aug.-7thgr	May-7thgr	67%-BB	48% -BB	33%-B to A	52%-B to A	Aug.-8thgr	May-8thgr	60%-BB	40% -BB	45%-B to A	55% -B to A	<p>IP</p> <p>M</p>
Aug.-6thgr	May-6thgr																							
62%-BB	40% -BB																							
38%-B to A	60% -B to A																							
Aug.-7thgr	May-7thgr																							
67%-BB	48% -BB																							
33%-B to A	52%-B to A																							
Aug.-8thgr	May-8thgr																							
60%-BB	40% -BB																							
45%-B to A	55% -B to A																							

<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • <u>Provide</u> interventions and support to students who are on RTI, failing or retention candidates • <u>Implement</u> articulation meetings for 5th and 8th grade students • <u>Identify</u> students for <i>Extended Instruction</i> 	<p>RTI: Tier Placement</p> <p>Attendance at Articulation Meetings</p> <p>Extended Day Tutoring</p> <p>Attendance Reports</p> <p>Advisement</p> <p>TIP Log</p>	<p>All Content Teachers, Counselors, Admin, Coach and Feeder Schools</p>	<p>Refresh Opportunities (1x per unit minimum)</p> <p>Extended Day Tutoring (20 Day funds)</p> <p>RTI</p>	<p>RTI fully implemented each month to support students struggling academically</p> <p>Certified Teachers worked with students to help them acquire necessary math and literacy (reading) skills. The support was provided in a structured, purpose driven classroom after school (teacher-student ratio 1:15).</p> <p>Counselors conducted articulation meetings- 8th</p>	<p>IP</p> <p>IP</p> <p>M</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • <u>Communicate</u> attendance expectations to all stakeholders • <u>Conduct</u> parent student meetings • <u>Continue</u> Truancy Intervention Panel (TIP) 	<p>Attendance Records, Daily Attendance Reports</p>	<p>Counselors, Attendance Clerk, Admin, Teachers, Social Worker</p>	<p>Attendance Records</p>	<p>-Truancy Intervention meetings held by Social Worker -based on student attendance reports</p> <p>-Avg. Daily Attendance 2015-96.6% 2016-96.5% 2017-96.6%</p>	<p>M</p> <p>IP</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>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>Key Actions: (List as many actions as needed in each box.)</p> <ul style="list-style-type: none"> • <u>Complete</u> two PBL activities during the 2016-17 school year • <u>Focus Walks/Recording Classroom instruction</u> -monitoring instruction -feedback on best instructional practices implementation • <u>Use of Document Based Questions (DBQ)</u> -8th gr. 	<p>Measured by:</p> <p>Formative and summative assessments</p> <p>TKES/ Walkthroughs</p> <p>Debrief meetings -local and district staff</p>	<p>Owner(s):</p> <p>Teachers Students</p> <p>- Academic Coaches -Teachers -Admin</p> <p>-Select Teachers -Academic Coaches</p>	<p>Resources Needed:</p> <p>Teacher Planning Time</p> <p>Video Recording</p> <p>DBQ materials</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <p>-Focus Walks/Recording of Lessons by each teacher with feedback from local and/or district Academic Coaches</p> <p>-On going discussion with Social Studies and ELA teachers – 8th gr about DBQ pros and cons</p>	<p>IP</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></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) 	<p><u>Offer</u> Read 180 class, System 44 and Math 180 Classes</p> <p><u>Provide</u> tutoring and extended learning opportunities</p> <p><u>Utilize</u> SSA to monitor SpEd data notebooks and SpEd students' academic performance</p> <p><u>Conduct</u> monthly Core Team Meetings to monitor students' attendance, behavior and content achievement (ABCs)</p>	<p>Read 180</p> <p>Math 180</p> <p>Math Inventory Data (MI)</p> <p>Reading Inventory (RI) data</p> <p>System 44 data</p> <p>RTI data</p> <p>Goal-view Data</p>	<p>Teachers, Administration Academic Coach, Social Worker, Counselors</p>	<p>Software Technology</p> <p>Universal Screeners -RI and MI</p> <p>20 Day Funds</p> <p>Data Notebooks</p>	<p>Read 180 was a reading intervention program provided for select students in grades 6-8 based on RI performance, and offered during Connections</p> <p>Math 180 was a math intervention program provided for select students in grades 6-8 based on MI performance, and offered during Connections</p> <p>20 Day funds used to provided additional academic support after school in reading and math</p> <p>Data Notebook used by SpEd teachers to collect data on SpEd students progress on IEP goals</p> <p>Core Team meetings monthly during grade level planning to monitor student progress</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</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>

Other: (Priorities specific to school, division, or area. Can be multiple.)	P.B.I.S. Review continued implementation and fidelity of P.B.I.S.	P.B.I.S. data	Administration	PTSA Support	School Climate current score 4 of 5 stars	IP
	Tapp PRIDE <u>Continue with</u> Tapp PRIDE five times during the school year.	Tapp PRIDE recognition list	Teachers, Partners in Education- Mayor, Powder Springs Gov't,	Partners in Ed. Support- Mayor & Powder Springs Gov't	PBIS Benchmark of Quality score – 80 of 100 points	IP
			Parent Facilitator, PTSA		81% of students in Tier 1	M
					Tapp Pride reward meetings held 5 or more times this year, also attended by Mayor of Powder Springs	

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<u>Focus Priorities:</u> (Based on priorities identified by IE², 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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Analyze parent and staff survey results	AdvED Surveys	Admin, Parent Facilitator	District Reports	Title I Survey Data- 5/22/17	
	Increase Parent Participation using ParentVue and Teacher Blogs	Annual Title 1 Sign-In Sheet		Title I Survey data	75% of survey responders felt informed about their child's progress at Tapp	IP
		ParentVue sign-up data			50% check their child's grades on ParentVue at least 10 or more times per month & 25% 5-10 times per month	IP
		Title I Survey Data			75% of responders felt confident supporting their child's learning at home	IP
					AdvEd – not administered by CCSD for 2016-17	

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>“See Title 1 Plan”</p>	<p>“See Title 1 Plan”</p>	<p>“See Title 1 Plan”</p>	<p>“See Title 1 Plan”</p>	<p>“See Title 1 Plan”</p>	<p>“See Title 1 Plan”</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p><u>Collaborate</u> with PTSA and Foundation meetings</p> <p>Build Relationships with the Community</p> <p><u>Conduct</u> a variety of Parent Workshops and Family Curriculum events throughout the year:</p> <ul style="list-style-type: none"> • Moving to the Middle • Testing 101 • Internet Safety • Math/Science Night • Literacy Night • Cultural Diversity Celebration 	<p>Feedback and PTSA Participants</p> <p>Volunteer sign-in rosters</p> <p>Attendance rosters at workshops and curriculum events</p>	<p>Principal, Parent Facilitator, Teachers, Academic Coach, Partners in Ed, PTSA, School Council Members</p>	<p>Light Refreshments (Title I/Local)</p> <p>Save the Date flyers</p> <p>Blackboard Connect</p> <p>School Data, budget, etc.</p>	<p>Parent Workshops provided throughout the 2016-17 year</p> <p>PTSA meetings and fundraisers held throughout the 2016-17 year</p> <p>Community events held with Must Ministries, Powder Springs Methodist Church, Trinity Chapel, Powder Springs Gov’t (Mayor/City Manager), Ron Anderson Recreational Center, Career Day with numerous city, county, and metro Atlanta businesses</p> <p>Tapp Foundation – needs to be reestablished</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>NM</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>					
	<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><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend County Hiring Fair</p> <p>Analyze Job Posting</p> <p>Review TalentEd Portal</p>	<p>Review qualified applicants in TalentEd who are certified in content areas</p>	<p>Administration</p>	<p>District Support</p>	<p>Attended Cobb County Schools Job Fair 3/30/17</p> <p>When vacancies occurred provide job postings</p> <p>Reviewed TalentEd frequently for best qualified job applicants for open position(s) and best fit for Tapp</p>	<p>M</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. (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>Have teachers participate in Professional Development (Differentiation, Instructional Planning and Technology) Continue Participation in CTLS</p> <p>Continue with RTI process</p>	<p>Assessments TKES- Standards 2 and 4</p> <p>Decrease number of RTI Tier 3 students</p>	<p>Administration , Academic Coach and Teachers</p>	<p>County Support</p> <p>Title I Resources</p>	<p>The professional learning plan was developed and fully implemented with trainings and/or academic coaching activities throughout the 2016-17 year.</p> <p>Staff were provided 3 or more collaboration days to meet with peers – sub coverage provided in classrooms</p> <p>Teachers provided both Pre-evaluation and Post-evaluation feedback (written and verbal- TKES post conference) on Standards 2 and 4, as well as other TKES categories</p>	<p>M</p> <p>M</p> <p>M</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></p>
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p><u>Provide</u> specific feedback within TKES platform to address 1 & 2 ratings</p>	<p>Walkthroughs</p> <p>Formative Observations</p> <p>Formative Assessment</p> <p>Self-Reflections</p> <p>Admin Meetings</p>	<p>Principal, Admin and Teachers</p>	<p>TKES Platform</p> <p>CCSD Support</p> <p>Admin Meeting</p> <p>Admin Participation in TKES Pre-Evaluation Conference</p>	<p>Teachers received and participated in various PD opportunities to improve TKES rating (observation, coaching, video of instruction, select teachers a professional development plan, district support)</p>	<p>M</p>

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

--	--	--	--	--	--	--