

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>Analyze student data gathered from RI, MI, & CFAs for writing, reading & math problem solving</p> <p>Adjust instruction based on assessment results (guided math, guided reading, writing goals)</p>	<p>RI, MI, DRA2, Pre/Post Writing Prompts, Math Problem Solving Pre/Post</p> <p>Lesson Plans, Observations, Walkthroughs, Data Sheets, Data Team results</p>	<p>TES Teachers and Administrators</p>	<p>N/A</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>Implement assessment plan for reading, writing & math and submit on data sheets quarterly</p> <p>Collaborative scoring of writing, DRA2, and math problem solving assessments</p>	<p>RI, MI, DRA2, CFA for writing & math (found on data sheets and data team documents)</p>	<p>TES Teachers and Administrators</p>	<p>N/A</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Conduct monthly collaboration with grade level teams to plan instruction and develop common assessments</p>	<p>Pacing guides, lesson plans and CFAs</p>	<p>TES Teachers and Administrators</p>	<p>SFPL Funds for sub coverage for collaborative planning</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue RTI and SPED strategies for students performing below grade level</p> <p>Extended day tutoring for students in grades 3, 4 & 5 reading below grade level</p> <p>Read 180 & System 44 Blended Model in 3rd grade EIP Model Classroom</p>	<p>RI, DRA</p> <p>DRA, RI, Running Records</p> <p>RI, Read 180, System 44 Data</p>	<p>TES Teachers and Administrators</p> <p>TES Teachers & Tutors,</p> <p>TES Teachers</p>	<p>N/A</p> <p>20 Day Funds</p> <p>N/A</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>Fully implement literacy in math problem solving plan including collaborative scoring</p> <p>Data Teams fully operational for math with a minimum of 5 rounds per year</p> <p>Tutor under achieving students in math in grades 3, 4 & 5</p> <p>Guided Math a minimum of 3x/week and Daily Number Talks</p>	<p>Scoring rubrics for Pre/Post assessments given each semester</p> <p>Data Team Documents</p> <p>Data Sheets</p> <p>Lesson Plans, Walkthroughs & Observations</p>	<p>TES Teachers & Administrators</p> <p>TES Teachers & Administrators</p> <p>TES Teachers & Administrators</p>	<p>N/A</p> <p>20 Day Funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process and additional year process</p>	<p>RTI Data</p>	<p>Administrators , Teachers & Counselors</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. Provide reading intervention through System 44, Read 180, and tutoring; implement new ELA adoption in K – 2 2. Provide Mathletics for all students, tutoring for students in 3, 4 & 5 (Identified through MI and CFAs) 3. Continued RTI Interventions 	<ol style="list-style-type: none"> 1. RI, DRA2, Read 180 & System 44 2. MI, Data Team Docs 3. RTI Data 	<p>TES Teachers, Administrators</p> <p>TES Teachers & Administrators</p> <p>TES Teachers, Counselors & Administrators</p>	<p>20 Day Funds</p> <p>PTA Funding for Mathletics</p> <p>Release time for collaborative planning through SFPD 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.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					<p>Results Of Key Actions: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Increase participation on AdvancED surveys</p> <p>Analyze survey results to target areas of deficiency to address</p>	<p>Survey results and response rate</p>	<p>TES teachers, staff, administrators, students and parents</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>Begin neighborhood outreach programs (5 times annually) to go out into the community to form relationships with those not coming in our doors</p> <p>Promote & encourage greater participation in schoolwide events offered by PTA, PAWS and community partners</p>	<p>Attendance & participation at each event</p> <p>Sign in sheets for events & participation rates</p>	<p>TES Administrators & stakeholders</p> <p>TES Staff & Stakeholders</p>	<p>N/A</p>			

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)	Train new teachers through monthly "Teasley Tech" based on needs assessment	TKES Data	TES Teachers, Teacher Leaders, Administrators	Sub coverage for peer observations (part of program)		
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)	Participate in pre-conference and self-assessment review with teachers, examine professional goals (formed during summative of 2015-16), provide support for areas of weakness (noted with ratings lower than 3)	TKES Data	TES Teachers & Administrators	N/A		
Other: (Specific to school, division, or area. Can be more than one.)						