

## 2016-17 Cobb County School District Strategic Plan

### Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</b>	<b>Key Actions: (List as many actions as needed in each box.)</b>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions: (Due June 30, 2017)</b>	<b>Focus Priority Status: NM = Not Met IP = In Progress M = Met</b>
<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Increase our proficiency of Learning Questions in every class. Create common planning time to increase focus on content area PLCs and use of Common Assessments tied to standards, which includes data analysis.	Learning Walks Unit Plans PLC attendance/ participation	Admin	Office 365  Edmodo	Significant increase in proficiency of Learning Questions, but still not at 100%. All collaborative teams have a common planning time. All collaborative teams have common assessments, but still progressing to 100% on data analysis.	IP
<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>	Collaborate in content PLCs to develop and analyze Learning Question 3 (How am I going to show that I learned it?) for daily lessons. Participating in Cohort 3 for FFAS	Student performance on Unit assessments, SLO and EOC performance	Classroom Teachers  Dept Leaders  Admin	CTLS iRespond  PD for PLC's	100% of our staff was trained in FFAS (CTLS) ELA and Math completed all the touchstones assessments in the CTLS Met Growth measures per SLO's and EOC's	IP
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Learning Questions support from District FFAS support from District Vertical PLC collaboration	Unit Plans and PLC collaboration minutes	Classroom Teachers and Admin	County personnel CTLS Office 365	100% of staff participated in Professional Development, created Unit Plans and provided collaborative minutes.	IP

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Utilize the Read 180 program and create a Writers Workshop class to focus on students with below grade level reading and writing. Teacher-initiated lexile analysis paired with development of differentiation techniques and leveled readings</p>	<p>RI reports Learning walks PLC participation</p>	<p>Melissa Worthy  Admin  Dept Leaders</p>	<p>RI  Read 180</p>	<p>An increase of 7% of 9<sup>th</sup> graders were reading on a basic or higher reading level by the end of the year.  92% of students (46) who took Writers Workshop for below level reading obtained a credit in 9<sup>th</sup> literature by the end of the year.</p>	
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Restructure the Math Support model to have Foundations first semester followed by content second semester. Differentiate classes based on students repeating course content and first-time takers. Zero period offering of Algebra 2. Maintain math classes at or near the lowest allowable size per County/State guidelines</p>	<p>Pass Rate EOC Results  Foundations Pass Rate</p>	<p>Algebra PLC Chase Stroempl Tiffany Stark</p>	<p>Universal math screener  Extended day for zero period</p>	<p>95% of Freshman received a math credit towards graduation.  96% of students who took Foundations of Alg passed by the end of the year.  Overall pass rate on the Algebra EOC increased by 1.2%</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Grade repair Course extension Blended learning courses GradPoint</p>	<p>Pass Rate Graduation rate</p>	<p>Camille Havis Meggan Mueller</p>	<p>20 day money  Extended day for blended</p>	<p>51 student out of 75 received a core credit through course extension.</p>	<p>IP</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Create attendance incentives and celebrations to help with pass rates and graduation rate</p>	<p>Attendance Rate</p>	<p>Camille Havis Larry James</p>	<p>Donations for recognitions</p>	<p>Recognitions were provided every 6 weeks, but the average daily attendance rate remained the same.</p>	<p>IP</p>

**Board Goal 2: Differentiate resources for students based on needs.**

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	<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>Increase student involvement in STEAM Symposium Increase Senior Project Mentorship opportunities and pass rate. Blended learning for identified students who were retained in Math classes. Create a new class that acquires credit for Magnet Foundations and AP Computer Science for incoming freshman.</p>	<p>Increase in number of participants and final projects for STEAM; Senior Project percentage of 12<sup>th</sup> lit grade; Magnet Foundations / AP Comp Science</p>	<p>STEAM Symposium committee  Senior Project committee  Faye Oakley</p>	<p>Staff and parent volunteers; monetary donations  Monetary assistance from County</p>	<p>A 10% increase in high school participants in STEAM Symposium  1<sup>st</sup> High School in GA to become STEAM certified  Combined credit class of Magnet Foundations/AP Computer Science was created</p>	<p>IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (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>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Intentional placement of below grade level reading and writing for freshman into a Writers Workshop class.</li> <li>2. Focus on correct student placement into Foundations of Alg and aligning this class to the state standards.</li> <li>3. Placement of students who have not had success in traditional class setting into GradPoint, Zero Period, Blended learning.</li> </ol>	<p>Lexile level</p> <p>Pass rate in math classes</p> <p>Graduation rate</p>	<p>Melissa Worthy Math PLC</p> <p>Millie Threeton, Kathy McNellis, Robby Nichols</p>	<p>Extended day pay for Zero period</p>	<p>92% of students who took Writers workshop went on to receive a 9<sup>th</sup> lit credit 2<sup>nd</sup> semester.</p> <p>Only 6 students who took Foundations of Algebra did not receive a Math Credit this year.</p> <p>83% pass rate of students who were not in the traditional class setting.</p> <p>Graduation rate will be released in the fall.</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. <b>(AD)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase honors courses starting with 9<sup>th</sup> grade</p>	<p>Percentage of 9<sup>th</sup> graders enrolled in honors courses</p>	<p>Collaboration with ECMS 8<sup>th</sup> grade teachers</p>	<p>Substitute teachers for collaboration time</p>	<p>An increase in 1 section of Honors Biology and AP computer Science for our 9<sup>th</sup> Graders.</p>	<p>IP</p>

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

<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>					
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<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Open House survey Staff survey from Principal Coffee talk by counselor AdvED Stakeholder Survey State Climate Survey</p>	<p>Analysis of responses  Number of responses/participants</p>	<p>Admin and Counseling</p>	<p>Computers</p>	<p>Only received qualitative data through conversations on Open House  AdvED survey results have not been returned.</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Night series of Counseling Topics partnered with PTSA  Advisement Nights per grade level and “Off Track” nights for students who are not on track to graduate on time.  Community events such as, Food Truck Night, Homecoming Parade, Shop With A Wildcat</p>	<p>Graduation Rate  Parent Climate Surveys</p>	<p>Counseling  PTSA  Admin  Graduation Committee</p>	<p>Partners in Ed to help provide door prizes and/or food.</p>	<p>A series of 4 parent nights was provided through counseling and PTSA. Advisement nights were provided for all grade levels. The Food truck night was a huge success! The other events were a success as well.</p>	<p>IP</p>
	<p>PTSA, ABC, Magnet Foundation, School Council</p>	<p>Engagement through volunteer hours, programs, and monetary donations</p>	<p>Admin and Organization leadership boards</p>		<p>Maintained very involved support organizations throughout the year.</p>	<p>IP</p>

**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

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	<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 hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Increase the number of teachers who are Gifted/AP certified through county certification opportunities. Utilize a 2-tier interview process for all positions to insure we hire the best candidates.</p>	<p>Increase in Gifted certified teachers</p>	<p>Admin and Dept Leaders</p>	<p>PLU's</p>	<p>Increased by 7 gifted teachers in the last school year.  Continued to use the 2 tier interview process to select the best teacher candidates.</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>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>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Professional Learning and utilization of PLCs Mentor teachers paired with new teachers New Teacher lunch and learns</p>	<p>Teacher retention  Participation in PLC's</p>	<p>Admin  Joel Howell</p>	<p>Partners in Ed to support our initiative.</p>	<p>Professional learning was provided for all staff members on Assessments, CTLS, and AVID All new teachers had a mentor teacher and lunch and learns were monthly for our new teachers.</p>	<p>IP</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>	

Use results of TKES and LKES to improve professional performance (IE <sup>2</sup> )	Review results to determine professional growth goals following Formative 1 cycle.	TKES Cycle 2	Admin		Results were reviewed to provide further support for PLC's and have impacted our Professional learning plan for the upcoming school year.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	Formalize staff celebrations and recognition programs.	Increase in number of celebrations held.	Admin	Partners in Ed	Remained strong partners in the East Cobb Business Assoc and NE Cobb Business Assoc. Created a major partnership with the East Cobb Rotary Club in supporting our AVID program.	