

2016-17 Cobb County School District Strategic Plan

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<i>Focus Priority Status:</i>
<i>Focus Area:</i>	<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<i>Key Actions: (List as many actions as needed in each box.)</i>	<i>Measured by: (Formative and/or Summative)</i>	<i>Owner(s):</i>	<i>Resources Needed:</i>	<i>Results Of Key Actions:</i>	NM = Not Met IP = In Progress M = Met
Vary learning experiences to increase success in college and career pathways.	<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>	<ul style="list-style-type: none"> Strengthen the data team process through the implementation of Flexible Formative Assessment System (FFAS) 	TKES ratings on standard 4 and 6	Administration TTIS	TTIS support Administration	<ul style="list-style-type: none"> All grade levels are trained on FFAS and are using it to administer Touchstones and review data from those assessments 	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>	<ul style="list-style-type: none"> Administer DRA, RI and MI across all grade levels Implement FFAS through CTLS 	TKES ratings on standards 5 and 6	Administration TTIS	TTIS support	<ul style="list-style-type: none"> DRA administered across all grade levels as well as SRI and SMI. All grade levels trained on FFAS through CTLS. 	IP

	<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"> • Provide CTLS training for all staff on the FFAS • Continued professional development on instructional strategies/support for reading, writing and math workshop models 	TKES ratings on standard 1 and 3	Administration	<p>TTIS School Leadership Intern (SLI)</p> <p>PL Funds</p>	<ul style="list-style-type: none"> • Training was provided for all teachers on CTLS and FFAS. • Teachers participated in training for instructional best practices in reading and math. 	IP
	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • Continue RTI strategies for students below grade level • Implement IEP objectives with fidelity for those students with learning disabilities • Provide tutoring for students who are identified as below grade level readers during school hours 	RI and DRA	Administration Special Education Teachers, Grade Level Teachers	<p>SSA Counselors</p> <p>20-Day Additional Funds</p>	<ul style="list-style-type: none"> • RTI strategies were implemented as needed. • IEP objectives were implemented with fidelity. • 20 day funds were used to provide tutoring to students identified as bubble and below grade level readers. • Final RI Data: 23% Advanced; 40% Proficient; 27% Basic; 11% Below Basic 	IP
	<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"> • Continue implementation of Number Talks 	FFAS and MI	Classroom Teachers	<p>County Math Specialist</p> <p>Funds for additional training</p>	<ul style="list-style-type: none"> • Number Talks was implemented in our math workshop instruction 	

	<i>7. Increase number of students academically completing every grade.(S)</i>	<ul style="list-style-type: none"> • Continue RTI process to identify students struggling to provide support at each grade level • Core Team Meetings 	RTI data	Core Team, Counselors and Classroom Teachers		<ul style="list-style-type: none"> • Teachers met monthly for RTI collaboration • Core Team met bi-weekly 	IP
	8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>						

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

<p><i>District Focus Areas and Priorities 2016-2019</i></p> <p><u>Focus Area</u></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</p> <p>Key Actions: (List as many actions as needed in each box.)</p> <p>Measured by: (Formative and/or Summative)</p> <p>Owner(s):</p> <p>Resources Needed:</p> <p>Results Of Key Actions:</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Differentiate resources for students based on needs.</p>	<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> Arts Integration (AI) Cohorts 1 and 2 collaborate quarterly to plan and implement AI lessons Tutoring for first and second grade students to remediate and accelerate progress in reading and phonics Learning A - Z for students Professional Learning (PL) collaboration to support continued shared resources and professional growth. To organize and utilize leveled book room and resources 	<p>Arts Integration portfolio</p> <p>FFAS, DRA, RI and RR</p>	<p>Administration Judith Condon Cohort 1 Cohort 2</p> <p>Tutors Counselors</p> <p>Administration</p> <p>Administration Staff</p> <p>Administration Staff</p>	<p>Judith Condon Funding for AI</p> <p>20-Day Funds</p> <p>Cell Tower Grant</p> <p>Local School Purchase</p> <p>Local School Purchase</p>	<ul style="list-style-type: none"> AI Integration training for certified staff. GOSA KickStart Grant recipient. Students supported during school day. Students and parents used at school and at home All staff participated in PL throughout the year. Leveled book room completed 	<p>IP</p> <p>M</p> <p>M</p> <p>IP</p> <p>M</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>	

	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 (S)	<ul style="list-style-type: none"> Tutoring for first and second grade students N/A for Elementary (2 and 3) 	FFAS, DRA, RR	Tutors	20-Day Funds	<ul style="list-style-type: none"> 20 day funds were used to support students not reading on grade level 	M
	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)	N/A	N/A	N/A	N/A	N/A	N/A
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<u>Focus Area:</u>	<u>Focus Priorities:</u> (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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions:	
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	<ul style="list-style-type: none"> Parent Surveys 	Surveys	CCSD	N/A	<ul style="list-style-type: none"> Parent survey quota met. 	M
	<i>Other:</i> (Priorities specific to school, division, or area. Can be multiple.)						

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

2016-17 Aligned Actions and Measurements						<u>Focus</u> <u>Priority</u>
<u>Focus Area:</u>	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions:	Status: NM = Not Met IP = In Progress M = Met
Recruit, hire...	<ul style="list-style-type: none"> Use CCSD recruiting teams, recommendations to hire highly effective teachers. 	TKES assessment and classroom walk-throughs	Administration, CCSD HR, CCSD Recruiting Team, KES Recruiting Team	TalentEd (CCSD Homepage) Qualified Applicants	<ul style="list-style-type: none"> Used TalentEd scores to select candidates 	IP
	N/A	N/A	N/A	N/A	N/A	N/A
Support and retain employees for highest levels of excellence.	N/A	N/A	N/A	N/A	N/A	N/A
	<ul style="list-style-type: none"> Continue to facilitate Teacher Mentor Program Implement differentiated Professional Learning Communities 	Survey of needs TKES standard 1 and 3 Feedback from teachers	Administration SLI select teachers Administration	Local School Funds PL funds	<ul style="list-style-type: none"> Teachers 1-3 years participate in mentoring program. 	IP
	N/A	N/A	N/A	N/A	N/A	N/A
	<ul style="list-style-type: none"> Review TKES/LKES performance and include PLPs as needed. 	Ratings of TKES	Administration		TKES/LKES Reviewed with certified staff	M

