

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 (<u>Due September 1, 2016</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:	Owner(s):	Resources Needed:	Results Of Key Actions: (<u>Due June 30, 2017</u>)	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)	~Conduct monthly Data team meetings held during Super Specials	~Collaborative Planning Minutes/Dates	Grade level teachers, Support Staff, Academic Coach, & Administration	N/A	During the following dates, grade level teachers and support staff met during an extended planning period to organize, examine, and adjust instructions based on student performance: September 9.8.16 9.9.16 October 10.13.16 10.14.16 November 11.15.16 December 12.8.16 12.9.16 January 1.19.2017 1.20.2017 March 3.13.2017 3.15.2017 3.17.2017 May 5.18.2017 5.19.2017	IP It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

<p>3. <i>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></p>	<p>~Assess learning through district & local common formative assessments and adjust assessments/instruction to fit the standards/needs of the learners</p> <p>~Utilize the CTLS & with the TTIS support, teachers will monitor and discuss student progress using the data collected and reflected in the CTLS</p>	<p>~Collaborative planning minutes/dates</p> <p>~Student achievement in formative assessments</p>	<p>Grade level teachers, Support Staff, Academic Coach, Administration, & TTIS</p>	<p>Substitute Teachers (Title II, Professional Learning Funds)</p>	<p>During the dates noted above and the dates noted below, teachers continued to work with the TTIS to plan and develop FFA in content areas. Additionally, they monitored student progress and adjusted instruction accordingly.</p> <p>January 1.19.2017 1.20.2017 1.26.2017 (with TTIS)</p> <p>March 3.13.2017 3.15.2017 3.17.2017</p> <p>May 5.18.2017 5.19.2017</p>	<p>IP</p> <p>It is noted that while we met this “Key Action” as stated for the current school year, this is a process that we will continue to grow and foster.</p>
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>~Provide ELL collaborative planning opportunities to help identify students’ needs and develop strategies to meet student academic concerns (state approved Innovative Model)</p> <p>~Provide ongoing support and PL with new K-2 E/LA adoption (all K-2 teachers)</p>	<p>~Results of Universal Screeners (RI & MI)</p> <p>~Band Growth using ACCESS scores</p> <p>~Minutes/dates of trainings</p>	<p>ESOL Department; District Level ELL Leads, Innovative Model Classroom teachers; administration</p> <p>~K-2 teachers, Academic Coach, District E/LA leaders, Administration</p>	<p>Substitute Teachers (Title II, Professional Learning Funds)</p> <p>~Title II; PL Funds; & Cell Tower (subs)</p>	<p><u>ELL Collaboration</u></p> <p>August 8.24.16</p> <p>September 9.23.16</p> <p>November 11.15.16</p> <p>May 5.15.17</p> <p><u>K-2 E/LA Adoption Training</u></p> <p>September 9.1.2016</p> <p>November 11.10.2016</p>	<p>IP</p> <p>It is noted that while we met this “Key Action” as stated for the current school year, this is a process that we will continue to grow and foster.</p>

5. Increase percentage of students reading on grade level. (S)
(Based on CCRPI 2016 Reading Scores)

~Provide Extended Day Tutoring

~Implement specialized reading programs: Systems44/Read180 Reading Instruction

~Use results of the district-wide universal screener: Reading Inventory (RI) to plan meaningful instruction

~Implement Guided Reading K-5

~Results of district-wide universal screener: RI

Baseline Data:

Reading Inventory (RI) Fall 2016 School-Wide Proficiency	
Advanced	11%
Proficient	30%
Basic	32%
Below Basic	27%

~Results of 2016 Milestones Assessment

Baseline Data:

2016 Milestones Reading At or Above Grade Level	
3 rd	81%
4 th	72%
5 th	83%
Avg	78.2%

Extended Day tutors; Certified Teachers; Academic Coach; Administration

20 Day funds

Extended Day Tutoring
October 11-March 13
67

Systems44/Read180
24 (Extended Day Tutoring & 4th grade self-contained classroom)

Results Data:

Reading Inventory (RI) Spring 2017 School-Wide Proficiency	
Advanced	22%
Proficient	41%
Basic	25%
Below Basic	12%

Results Data:

2017 Milestones Reading At or Above Grade Level	
3 rd	82%
4 th	76%
5 th	85%
Avg	81%

IP

It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

6. Increase percentage of student performance in math/algebra at every grade level. **(S)**
 (Based on CCRPI ES-MS Math & HS Algebra Scores)

~Implement Guided Math
 ~Provide Extended Day Tutoring
 ~Implement Number Talks strategies K-5
 ~Provide professional learning opportunities with staff on Number Talks
 ~Conduct AC Math course in 4th grade for student who meet the eligibility criteria
 ~Use results of the district-wide universal screener: Math Inventory (MI) to plan meaningful instruction
 ~Implement AC Math course in 5th grade for students who meet the eligibility criteria

~Results of 2016 Milestones Assessment

Baseline Data:

2016 Milestones-Math	
Percentage of 3 rd , 4 th , & 5 th grades demonstrating proficiency (3-4)	
52.6%	

~End of year results of district-wide screener: MI

Baseline Data:

Fall 2016 MI Grade Level Avgs:	
K	9
1 st	106
2 nd	226
3 rd	302
4 th	447
5 th	615

Baseline Data:

4 th grade AC Math MI Quantile Fall 2016 Data
651

Extended Day tutors; Certified Teachers; Gifted Department; District Gifted Department Leaders; Academic Coach Administration

20 day funds

NumberTalks Training
 August 23, Refresher
 August 25, New

Results Data:

2017 Milestones-Math	
Percentage of 3 rd , 4 th , & 5 th grades demonstrating proficiency (3-4)	
58% (+5.4%)	

Results Data:

Spring 2017 MI Grade Level Avgs:	
K	14
1 st	278
2 nd	424
3 rd	573
4 th	634
5 th	839

*Avg of 176 points gained

Results Data:

4 th grade AC Math MI Quantile Spring 2017 Data
962 (+311)

IP
 It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

7. Increase number of students academically completing every grade. **(S)**

~Remain above the district average using the On-Track for Graduation measure
 ~Extended Day Tutoring
 ~Rtl Process

~Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)

Baseline Data:

% of students passing at least 5 content areas (2015)	
CHES	Cobb
99.4%	92.3%

Administration; Counseling Department; Classroom teachers; Academic Coach

20 day funds

Results Data:

% of students passing at least 5 content areas (2016)	
CHES	Cobb
99.5%	92.7%

M
 It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

8. Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A
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Board Goal 2: *Differentiate resources for students based on needs.*

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>~conduct state approved innovative model classrooms for ELL/EIP students</p> <p>~Compare the Performance Band of our ELL students currently enrolled in an Innovative Delivery Model, to those enrolled in the Pull-Out Model, using the ACCESS Assessment</p>	<p>~Results of ACCESS scores (band growth)</p> <p>Baseline Data:</p> <table border="1" data-bbox="911 175 1125 331"> <tr> <th colspan="2">2016 ACCESS Average Performance Band</th> </tr> <tr> <td>Innovative Model:</td> <td>Pull-out Model:</td> </tr> <tr> <td>3.30*</td> <td>3.20*</td> </tr> </table> <p><i>*converted with new norms June 2017</i></p>	2016 ACCESS Average Performance Band		Innovative Model:	Pull-out Model:	3.30*	3.20*	<p>ESOL Department; District Level ESOL Leads, Innovative Model Classroom teachers; Academic Coach; Administration</p>	<p>Title II Professional Development funds for substitute teachers, allowing time for collaboration and training</p>	<p>Results Data:</p> <table border="1" data-bbox="1591 175 1822 331"> <tr> <th colspan="2">2017 ACCESS Average Performance Band</th> </tr> <tr> <td>Innovative Model:</td> <td>Pull-out Model:</td> </tr> <tr> <td>3.50</td> <td>3.80</td> </tr> </table>	2017 ACCESS Average Performance Band		Innovative Model:	Pull-out Model:	3.50	3.80	<p>IP</p> <p>It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.</p>
2016 ACCESS Average Performance Band																		
Innovative Model:	Pull-out Model:																	
3.30*	3.20*																	
2017 ACCESS Average Performance Band																		
Innovative Model:	Pull-out Model:																	
3.50	3.80																	
<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>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)**

- 1. Reading:** Systems44/Read 180 Guided Reading Groups; District-wide Screener: RI & FRA; Extended Day Tutoring
- 2. Math:** Guided Math; NumberTalks; Extended Day Tutoring; District-Wide Screener: MI
- 3. Not on-track for graduation:** Extended Day Tutoring; Summer Bridge for incoming K students

~Results of District-wide Screeners

Baseline Data:

Reading Inventory (RI) Fall 2016 School-Wide Proficiency	
Advanced	11%
Proficient	30%
Basic	32%
Below Basic	27%

Fall 2016 Avg Lexile Systems44 Program (13, 4 th graders)
381

Baseline Data:

Math Inventory (MI) Fall 2016 Grade Level Averages	
K	9
1 st	106
2 nd	226
3 rd	302
4 th	447
5 th	615

Baseline Data:

Summer Bridge Students Average Foundational Reading Assessment (FRA) Fall 2016 Score	
Invited & attended	Invited Did NOT attend
4	1

Results Data:

Reading Inventory (RI) Spring 2017 School-Wide Proficiency	
Advanced	22%
Proficient	41%
Basic	25%
Below Basic	12%

Systems44 Results Spring 2017 Avg Lexile
24, 4 th graders
576 (+195)

Results Data:

Math Inventory (MI) Spring 2017 Grade Level Averages	
K	14
1 st	278
2 nd	424
3 rd	573
4 th	634
5 th	839

**Avg of 176 points gained*

Baseline Data:

Summer Bridge Students Average Foundational Reading Assessment (FRA) Spring 2017 Score	
Invited & attended	Invited Did NOT attend
23	10

M

It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

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.)

~Provide eligible students with Advanced Content Classes in 4th grade (Math and Reading/E/LA)

~Implementation of Advanced Content Classes in 5th grade (Math and Reading/E/LA)

~Results of district-wide screener

Baseline Data:

AC Students MI Quartile Data (4 th grade)
Fall 2016 Avg
651

AC Students RI Lexile Data (4 th grade)
Fall 2016 Avg
943

AC Students RI Lexile Data (5 th grade)
Fall 2016 Avg
1026

AC Students MI Quartile Data (5 th grade)
Fall 2016 Avg
919

~Results of 2017 Milestones Assessment

Baseline Data:

AC Students 2016 Milestones (4 th grade)
Math Avg. Achievement Level
3.9 (max 4)

AC Students 2016 Milestones (4 th grade)
E/LA Avg. Achievement Level
3.8 (max 4)

Gifted Department; AC trained staff; Academic Coach Administration

Continued support from district leaders;

Results Data:

AC Students MI Quartile Data (4 th grade)
Spring 2017 Avg
961 (+310)

AC Students RI Lexile Data (4 th grade)
Spring 2017 Avg
1080 (+137)

AC Students MI Quartile Data (5 th grade)
Spring 2017 Avg
1208 (+182)

AC Students RI Lexile Data (5 th grade)
Spring 2017 Avg
1150 (+231)

Results Data:

AC Students 2017 Milestones (4 th grade)
Math Avg. Achievement Level
3.7 (max 4)

AC Students 2017 Milestones (4 th grade)
E/LA Avg. Achievement Level
3.67 (max 4)

M

It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

		*This will be the first year for us to implement AC Math and E/LA in 5 th grade.				
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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 (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>~Partners in Education Program</p> <p>~Wellness Committee</p> <p>~School Council</p> <p>~Conference Week Survey</p>	<p>~Results of local surveys and required surveys</p> <p><u>Baseline Data:</u></p> <table border="1" data-bbox="976 844 1146 1003"> <tr> <td>2015 Conference Week Survey Satisfaction Rate</td> </tr> <tr> <td>98.2%</td> </tr> </table> <p>~Dates of Wellness Committee meetings</p> <p>~Dates of School Council meetings</p>	2015 Conference Week Survey Satisfaction Rate	98.2%	<p>All Stakeholders</p>	<p>Locally created surveys</p>	<p><u>Results Data:</u></p> <table border="1" data-bbox="1619 834 1793 993"> <tr> <td>2016 Conference Week Survey Satisfaction Rate</td> </tr> <tr> <td>99.6% (+1.4)</td> </tr> </table> <p>Wellness Committee Meetings: 9.15.2016 1.31.2017 2.28.2017 3.28.2019</p> <p>School Council Meetings: 8.31.2016 11.16.2016 1.11.2017 2.1.2017 5.10.2017</p>	2016 Conference Week Survey Satisfaction Rate	99.6% (+1.4)	<p>M</p> <p>It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.</p>
2015 Conference Week Survey Satisfaction Rate										
98.2%										
2016 Conference Week Survey Satisfaction Rate										
99.6% (+1.4)										

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>~Collaborate with PTA, Foundation, and School Council to plan and implement opportunities for parental involvement</p> <p>~Plan Parent Curriculum Night where parents can learn strategies to help their student, academically</p> <p>~Provide parents and students with online learning tutorials (videos) demonstrating specific learning strategies</p>	<p>~Date(s) of Parent Curriculum Night</p> <p>~Using an website counter, reflect</p>	<p>All Staff; PTA, Foundation Board members; School Council; all stakeholders</p>	<p>Staff participation in Parent Curriculum Night</p>	<p><u>Parental Involvement Opportunities (PTA & Foundation)</u></p> <p>August 9-11: Open House 18: Target Open House 31: School Council 31: Room Mom Meeting</p> <p>September 22: Foundation Meeting</p> <p>October 4: WATCHDOGS Pizza Night 6: Latino PTA Night 8: Fall Festival 28: CHAMP Camp-Out</p> <p>November 12: Turkey Trot</p> <p>January 20: Dad & Me Movie Night</p> <p>February 4: Sock Hop</p> <p>March 9: Art Show 24: Parenting in the Digital World 24: International Night</p> <p>April 28-29:Drama Play</p> <p>May 2: Kindergarten Orientation 4: General PTA Meeting/Kona Ice/Room Parent Appreciation 11-12: Rocket Reader Celebration 15: Parent Workshop: Anxiety in Children</p> <p><u>Parent Curriculum Night:</u> 9.1.2016: RI/MI Night 10.6.2016: Old School vs. New School Math Strategies 11.3.2016: Reading Strategies 1.12.2017: Paired Passages with 2nd-5th graders 3.9.2017: Milestones Parent Meeting</p> <p>As of 6.22.2017: 57,626 hits</p>	<p>M</p> <p>It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.</p>
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		number of "hits" the online resource site receives through May 2016				
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A

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 (Due September 1, 2016)						<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: (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	~Attend district Job Fairs ~Include current staff on interview panels when able, using panel interviews	~All upcoming SY open positions filled by June 1, 2017	District Leaders; Teacher Leaders; Administration	Job Fair and Allotments	February 15 University of South Carolina March 28 CCSD Job Fair at Wheeler HS May 3 Florida State University	IP It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.	

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	N/A
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A	N/A	N/A

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>~Provide teachers (and students) with an Academic Coach to support instruction, engagement, and professional learning</p> <p>~Provide monthly opportunities for teachers to access support from our TT/IS (Technology Teaching/Integration Specialist): <i>both required and optional</i></p> <p>~Provide professional learning that aligns with local school and district goals</p> <p>~Provide new staff members with mentors</p>	<p>~Dates of optional and required instructional technology trainings</p> <p>~Dates of local staff development trainings</p> <p>~Survey results of new staff members <i>(indicating their experience and feelings of support)</i></p>	<p>New staff; Teacher Leaders; Mentors; Academic Coach; Administration</p>	<p>Title II; Staff Development funds and Cell tower funds for substitute teachers</p>	<p><u>Academic Coach Trainings</u> <u>Kindergarten-2nd Grade</u> September Lucy Calkins October Guided Math November Lucy Calkins January Engaging Opening Lessons February Benchmark Series March Lucy Calkins (K & 2nd)/Guided Reading (1st)</p> <p><u>3rd grade</u> September Guided Reading October Guided Math November RtI Strategies and Data Collection January Engaging Opening Lessons February Guided Writing March Writing Conferences</p> <p><u>4th & 5th grades</u> September Guided Reading (4th)/Lucy Training (5th) October Guided Math November Close Reading January Engaging Opening Lessons February Guided Writing (4th)/Lucy Training (5th) March Writing Conferences</p> <p><u>TT/IS Trainings</u> August 18, 23-24 September 1-2, 22 October 4-5, 31</p>	<p>IP</p> <p>It is noted that while we met this “Key Action” as stated for the current school year, this is a process that we will continue to grow and foster.</p>
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					November 1, 8, 29-30 December 6-7, 13, 20 January 24-25, 26 February 9-10, 27-28 March 6-8, 23, 28 April 11-13 May 2-5, 16-18	
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	N/A
Use results of TKES and LKES to improve professional performance (IE²)	~Share school-wide results (performance levels) during mid-year conferences ~Share school-wide results (performance levels) during end of the year conferences	~Dates of conferences	Administration	N/A	Mid-Year Conferences: January 4, 2017 Summative Conferences: April 17-May 8, 2017	IP It is noted that while we met this "Key Action" as stated for the current school year, this is a process that we will continue to grow and foster.

