

2016-2017 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 (Due June 30, 2017)					<i>Focus Priority Status:</i>
<i>Focus Area:</i>	<i>Focus Priorities:</i> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<i>Key Actions:</i> <i>(List as many actions as needed in each box.)</i>	<i>Measured by:</i> <i>(Formative and/or Summative)</i>	<i>Owner(s):</i>	<i>Resources Needed:</i>	<i>Results Of Key Actions:</i> <i>(Due June 15, 2017)</i>	<i>NM = Not Met IP = In Progress M = Met</i>
<i>Vary learning experiences to increase success in college and career pathways.</i>	<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"> • Utilize the data team process in all grade levels to identify areas of strength/weakness in math and reading and to plan differentiated instruction • Implement CTLS and use the formative assessments to guide instruction in math and reading • Implement Student Portfolios to document progress in math and reading • Implement additional small group reading and math instruction for the lowest performing students K – 5 	<ul style="list-style-type: none"> • Pre/Post assessment data (Data profile spreadsheets) • Weekly PLC/Data Team Collaboration notes • Milestones • TKES • CLTS assessment data • Lesson Plans • Student grades/report cards • RI and MI • Student Goal-setting sheets • Student Notebooks (work samples) • RI and MI • DRA scores/DRA monitoring scores • GLOSS • Data Profile spreadsheets • Milestones 	<ul style="list-style-type: none"> • MES Teachers • Academic Coaches • TTIS • MES Administrators • Students 	None	<p>Data Teams completed the process between 6-8 times per year.</p> <p>Math: Kindergarten grew by 59%</p> <p>First: grew by 50%</p> <p>Second: grew by 36%.</p> <p>Third: grew by 23%</p> <p>Fourth: grew by 38%</p> <p>Fifth: grew by 35%.</p> <p>DRA Growth: K: 41% OGL 1st: 59% OGL 2nd: 51% OGL 3rd: 49% OGL 4th: 52% OGL 5th: 61% OGL</p>	IP

	<p><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></p>	<ul style="list-style-type: none"> • Implement CTLS for math and reading • Implement flexible/informal and formal assessments in all content areas for instructional adjustments • Meet weekly in grade level PLCs to collaboratively plan and adjust instruction based on student assessment results 	<ul style="list-style-type: none"> • CTLS flexible/formative assessment data • Weekly PLC/Data Team Collaboration notes • Small Group lesson plans • RI/MI and Milestones • Lesson Plans • Grade Book/Report Cards • Student Notebooks • Common Assessments • Weekly PLC/Data Team Collaboration notes • Data Profile Spreadsheets 	<ul style="list-style-type: none"> • MES teachers • Academic Coaches • TTIS • Administrators 	None	<p>1st through 5th collaborative teams implemented CTLS for math and reading. Year one training provided throughout the year by TTIS.</p> <p>Teams met weekly to discuss assessments and instructional strategies.</p>	IP
	<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> • Design and implement professional learning to ensure school-wide initiatives are implemented with fidelity, common assessments are valid and reliable, and research-based instructional strategies are consistent and pervasive • Implement a new teacher class and mentoring program to support beginning teachers, including support for second year teachers • Meet quarterly as grade level teams to collaboratively plan integrated units for the upcoming quarter 	<ul style="list-style-type: none"> • SFPL Plans • Wednesday Coaches' sessions • Weekly PLC/Data Team Collaboration notes • New Jaguars Training Camp Agendas • Mentor/Mentee Observation notes • Grade Level Unit Plans 	<ul style="list-style-type: none"> • MES Teachers • Academic Coaches • Administrators 	<ul style="list-style-type: none"> • SFSD Budget • Title I Plan/Budget 	<p>Teams met weekly with ACs for PL. New teacher class held monthly to include mentor teachers</p> <p>4 Quarterly grade level collaborative planning days given.</p>	IP

	<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<ul style="list-style-type: none"> Implement <i>additional</i> small group reading instruction focusing on vocabulary strategies and skills for the lowest performing students K-5 through (FOCUS 20) Use mentor/exemplar texts and magazines at grade level and higher Lexile levels during reading instruction Ensure a balanced literacy workshop model is being implemented consistently across building (guided reading, shared reading, independent reading) Implement daily focus time for vocabulary acquisition 	<ul style="list-style-type: none"> RI DRA, Developmental Reading Assessment Student Portfolios (goal/growth charts) Grade Book/Report Cards Grade Book/Report Cards RI, DRAs Lesson Plans RI DRAs Running Records CTLS Assessment data TKES Milestones RI DRAs CTLS assessment data 	<ul style="list-style-type: none"> MES Teachers Academic Coaches Tutors Innovation (STEAM) Coach 	<ul style="list-style-type: none"> 20 Day Plan/Budget Title I Plan/Budget 	<p>Results of ELA EOG Levels 2-4 is as follows: 3rd- 36% 4th- 54% 5th 45%</p>	<p>NM</p>
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<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"> Ensure Math Workshop model is implemented with fidelity, to include 90 minutes of instructional time (mini-lesson, Number Talks, work-time, guided math groups, and problem-solving) Implement <i>additional</i> small group math instruction focusing on vocabulary strategies and skills for the lowest performing students K-5 through Utilize a STEAM Math Lab teacher to enrich and extend math instruction Use online programs to develop math fluency Implement daily focus time for grade level math vocabulary acquisition 	<ul style="list-style-type: none"> MI GLOSS Grade Book/Report Cards Milestones CTLS assessment data Common Assessments Pre/Post (Student Profile Spreadsheets) Qtrly Problem Solving Assessment Data TKES MI Common Assessments (Pre/Post) Milestones Problem-solving rubric Common Assessments (Pre/Post) MI Usage reports for Flocabulary MI GLOSS Grade Book/Report Cards Milestones 	<ul style="list-style-type: none"> MES Teachers Academic Coaches STEAM Math Lab Teacher Tutors 	<ul style="list-style-type: none"> 20 Day Plan/Budget Title I Plan/Budget 	<p>Results of math EOG (Levels 2-4)</p> <p>3rd: 42%</p> <p>4th 53%</p> <p>5th-33%</p>	<p>NM</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> Provide tutoring for students below grade level in reading and math Continue RTI process and additional year conferences/notifications 	<ul style="list-style-type: none"> RI MI DRAs RTI Data 	<ul style="list-style-type: none"> MES Teachers Tutors Counselors 	<ul style="list-style-type: none"> 20 Day Plan/budget 	<p>3 students retained in grades k-2. No students retained in grades 3-5.</p>	<p>IP</p>
<p>8. Other: STEAM Integration (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> Incorporate STEAM Protocols/Project-based learning throughout the curriculum Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist (i.e. maker's space & green room) 	<ul style="list-style-type: none"> Lesson Plans Weekly PLC/Data Team Collaboration notes TKES Weekly PLC/Data Team Collaboration Notes Unit Plans Milestones 	<ul style="list-style-type: none"> MES Teachers Academic Coaches STEAM Math Lab Teacher STEAM Science Lab Teacher Innovation Specialist 	<ul style="list-style-type: none"> STEM Donation 	<p>MES earned CCSD STEM certification and GADOE STEAM certification.</p>	<p>M</p>

	8. Other: Dual Immersion (Priorities specific to school, division, or area. Can be multiple.)	<ul style="list-style-type: none"> Implement a Dual Language Immersion program beginning in Kindergarten 	<ul style="list-style-type: none"> Lesson Plans Collaborative Planning notes GKIDS 	<ul style="list-style-type: none"> DLI Teachers Academic Coaches 	<ul style="list-style-type: none"> District Resources 	DLI program implemented in Kindergarten.	M
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Long Range Board Goal 2: ***Differentiate resources for students based on needs.***

<i>District Focus Areas and Priorities 2016-2019</i> <u>Focus Area:</u> <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 June 30, 2017)					<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
		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: (Due June 15, 2017)	
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE ²)	<ul style="list-style-type: none"> Incorporate STEAM activities/Project-based learning/performance tasks Utilize an Innovation Specialist to support teachers and students in STEAM integration (technology, coding, computer science, career pathways) 	<ul style="list-style-type: none"> TKES Lesson Plans Milestones Collaborative Team Planning Notes CCRPI 	<ul style="list-style-type: none"> MES Teachers STEAM Math Lab Teacher STEAM Science Lab Teacher Innovation Specialist 	<ul style="list-style-type: none"> STEAM Donations 	Innovation specialist collaborated with teams to incorporate STEAM activities. Earned GADOE STEAM certification.	M
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	NA

	<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) 	<ul style="list-style-type: none"> • Implement new Reading Adoption Curriculum in grades K-2 • Increase Read 180 and System 44 usage/# of students served • Provide tutoring for students below grade level in reading and math • Use the Counselors, Academic Coaches, and Specialists to provide small group instruction to students not meeting expected grade level targets in math and reading • Collect and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment 	<ul style="list-style-type: none"> • Phonics & Skills Assessments • GKIDS • Report Cards • Grade level data spreadsheets • Lexile levels • DRA • RI • RI and MI • DRA • Milestones • RI and MI • Math Pre/Post • CTLS assessment data • RTI Data Collection and IEP goals and objectives 	<ul style="list-style-type: none"> • MES Teachers • Tutors • Academic Coaches • Counselors 	<ul style="list-style-type: none"> • 20 Day Plan/Budget 	<p>RI Proficient and Advanced Levels</p> <p>k- 100%</p> <p>1st- 33%</p> <p>2nd- 37%</p> <p>3rd- 44%</p> <p>4th- 38%</p> <p>5th- 39%</p> <p>50 students in grades 3-5 were served daily on System 44 and Read 180.</p> <p>See above EOG and DRA results.</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>NA</p>

	<p>Other: Social Emotional Learning (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Implement Social Emotional Learning program, Responsive Schools • Continue Morning Meetings • Continue School-Wide Behavior System • Character Ed Recognition 	<ul style="list-style-type: none"> • Discipline Data • Lesson Plans • Discipline Data • Discipline Data • Jaguar of Month Wall/Website • Discipline Data • Student Survey 	<ul style="list-style-type: none"> • SES Vertical PLC • MES TeacherS • School Counselors • MES Admin 	<ul style="list-style-type: none"> • Cell Tower Funds • District Resources 	<p>Teachers consistently implemented morning meetings.</p>	<p>IP</p>
	<p>Other: Dual Immersion Classrooms (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Implement a Dual Language Immersion program beginning in Kindergarten 	<ul style="list-style-type: none"> • Lesson Plans • Collaborative Planning notes • GKIDS 	<ul style="list-style-type: none"> • DLI Teachers 	<ul style="list-style-type: none"> • District Resources 	<p>DLI implemented.</p>	<p>M</p>

Lexile Levels 5th grade (D.S.: CCRPI)	65.4	61.2	62.2	56.2	75%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	85.8%	N/A
Lexile Levels 11th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
On-Track for Graduation	N/A	N/A	75.5	92.1	90%	88%	78%
Career Ready	N/A	100	100	100	93.6%	99.2%	55%
Advanced Academics	N/A	9.5	5.2	5.2	15%	40%	50%
Stakeholder Satisfaction (Annual AdvancED Survey)	96.6	93.8	4.31	4.37	89%	76%	73%
CCRPI Score	86.2	62.4	68.4	54	75.7	80	77.7
Iowa Reading Grade 3	55.4	58.6	42.6	35.2	56.6%	N/A	N/A
Iowa Reading Grade 7	N/A	N/A	N/A	N/A	N/A	54.6%	N/A

Elementary School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
Lexile Levels Elementary Schools	Percent of students in grades 3, 4, 5 achieving a Lexile measure greater than or equal to the following on the EOG: Grade 3: 650, Grade 4: 750, Grade 5: 850	Students scoring a Lexile measure ≥ 650 (3rd) ≥ 750 (4th) ≥ 850 (5th)	Students with a valid Lexile score on the EOG	Data for this element is extracted from the EOG data file and include students with valid scores.

On-Track for Graduation	Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)	Unduplicated count of 5th grade students passing courses in four core content areas (ELA, Math, Science, Social Studies, and World Language)	Enrollment in grade 5	Data extracted from Synergy Gradebook
Career Ready	Percent of students completing a Career Portfolio in grade 5	Number of students completing a Career Portfolio in grade 5	Enrollment in grade 5	Local School
Advanced Academics	Percent of students enrolled in Gifted Resource (Target) classes for ELA, Reading, Math, Science and Social Studies	Unduplicated count of students in grades 1-5 enrolled in Target	Total Enrollment of grades 1-5	State recommended target is 4%
Stakeholder Satisfaction (AdvancED Survey)	Aggregate of all positive responses to all items included on the AdvancEd surveys (parents, students, staff)	Number of positive ("Strongly Agree" and "Agree") responses on the AdvancEd surveys	Total number of responses excluding "No Answer" or "No Basis to Judge"	School Improvement Survey Report, Page 2 - Provided by the Office of Accountability
Iowa Reading Grade 3	Percentage of students in grade 3, scoring on-grade level in reading	Number of 3 rd grade students scoring on-grading in reading	Number of 3 rd grade students with a valid test score in reading	Riverside Data Manager
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE