

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;">District Focus Priorities 2016-2019</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>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>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>Administer grade level math common assessments and DIBELS (K-2)</p> <p>Monitor data team process in reading and math</p> <p>Implement Academic Parent Teacher Teams APTT (WIGS-Wildly Impressive Goal Setting)- goal setting</p> <p>Implement Literacy Leadership Team (LLT)</p>	<p>Math common assessments & DIBELS</p> <p>RI & MI Istation Comprehension Strategy Assessment (Benchmark)</p> <p>Parent Evaluation</p>	<p>Teachers Admin Coaches</p>	<p>V-Port DIBELS manuals</p>	<p>Teachers administered common assessments for math and reading. Data was monitored through the data team process and used for planning. K-3 administered DIBELS consistently to monitor student learning and plan for instruction.</p> <p>WIGS was a success based on attendance and survey results.</p> <p>Building leadership capacity with our Curriculum & Instruction Key Team to serve as LLT</p> <p><i>*See attached school data for DIBELS, SRI and SMI.</i></p>	<p>IP</p> <p>IP</p> <p>IP</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>Utilize common assessments, Istation, DIBELS, running records, and writing rubrics to plan for small group reading and math instruction</p>	<p>Math common assessments Istation DIBELS progress monitoring Rubrics Write Score Comprehension Strategy Assessment (Benchmark)</p>	<p>Teachers Admin Coaches</p>	<p>SFPL Title I funds Istation Write Score (2nd,3rd, 4th, 5th)</p>	<p>Teachers utilized different assessments to monitor student learning and plan for guided reading and math instruction. <i>*See attached school data for DIBELS, SRI and SMI.</i></p>	<p>IP</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Plan professional learning opportunities based on needs of staff (Arts Integration, KickstART training, New Teacher Academy, collaborative/vertical planning, parapro training, technology, Book study, CCSD PL opportunities, and ESOL training).</p>	<p>TKES Coaching sessions Mentoring logs PLU's Digital Badges</p>	<p>Admin. Coaches</p>	<p>SFPL Title I funds</p>	<p>Needs assessment given to teachers; Teachers consistently participated in AI training and teacher collaboration throughout the year. PL was offered during planning time, after school, and during teacher workdays.</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue Literacy Grant from the Governor's Office of Student Achievement (K-2) & K-3 participate in GOSA KickstART grant Continue RTI Tier 2 & Tier 3 interventions Continue K-2 and 3-5 data process Continue Istation & Implement Read 180/System 44 Continue Extended Day tutoring during school day Implement Academic Parent Teacher Teams/WIGS</p>	<p>DIBELS, RI RTI minutes, TKES Data team notes/logs Istation reports; Read 180/System 44 reports; TKES EOG Team minutes Parent Evaluation</p>	<p>Teachers Admin Coaches</p>	<p>EIP teachers coaches Istation SFPL Title I funds Literacy Grant</p>	<p>Following actions were consistently implemented and monitored: Literacy Grant (grades K-2), KickstART grant (K-3), instructional frameworks, RTI, Data team, Istation, and Read 180 Extended day tutoring was offered after and during school. Parents set reading goals for their children. <i>*See attached school data for DIBELS, SRI and SMI.</i></p>	<p>IP IP IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	Utilize our math lab to reinforce grade level math standards	TKES			Math lab teacher collaborated with teachers to ensure grade level standards were taught.	IP	
	Continue Number Talks daily for 15 minutes and monitor implementation of instructional frameworks to support flexible, guided math groups	TKES			Coach supported teachers with the implementation of Number talks daily & instructional frameworks were monitored through walks and observations.	IP	
	Continue math data team process	Data team notes/logs	Math lab teacher		Coaches	Math data team process was fully operational.	IP
	Utilize Fastt Math and Istation	Istation and Fastt Math reports	Teachers	Admin	SFPL Title I funds	Student use of 1st in Math, Fastt Math, and iStation was consistently monitored.	IP
	Develop Academic Vocabulary	Team minutes, TKES		Coaches	Istation Fastt Math	AI strategies are being used to develop academic vocabulary.	IP
	Academic Parent Teacher Teams/WIGS	Parent Evaluation				Parents set math goals during their WIGS sessions and supported students at home through strategies that were provided by teacher. *See attached school data for DIBELS, SRI and SMI.	IP (WIGS was successfully implemented ; but the goals continue to be "in progress" for many students)

<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Monitor data team & RTI processes</p>	<p>RTI data & minutes</p>			<p>Coaches, counselors, and SSA worked with teachers to ensure the RTI process was implemented consistently and monitored through portal.</p>	<p>IP</p>
	<p>Implement READ 180/ System 44</p>	<p>Program reports</p>	<p>teachers admin. coaches counselors</p>	<p>Read 180/System 44</p>	<p>READ 180 was implemented successfully and was monitored by administration and the district.</p>	<p>IP</p>
	<p>Monitor retention students</p>	<p>Report Card EOG (if applicable)</p>			<p>Retention students received EIP support and their progress was monitored by administration.</p>	<p>IP</p>

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Secure ArtsNow for PD & continue collaborative planning with AI teachers</p> <p>PBIS</p> <p>Provide SS and Science direct instruction and integration of standards</p> <p>Implement Academic Parent Teacher Teams/WIGS</p> <p>Monitor student attendance:</p> <ul style="list-style-type: none"> • Provide monthly incentives for perfect attendance and EOY (Terrific Kids Program) • Pep Rally recognition • Display attendance outside classroom doors • Communicate attendance expectations to all stakeholders via website, callouts, principal's blog, & PTA meetings. • Pull attendance report Monthly 	<p>TKES</p> <p>TKES</p> <p>TKES</p> <p>Parent evaluation</p> <p>Attendance reports</p>	<p>teachers admin. coaches</p>	<p>cell tower funds Foundation PTA</p>	<p>Training with ArtsNow and collaboration days were planned for teachers throughout the year.</p> <p>PBIS team met regularly and implemented expectations and rewards for positive behavior choices. Team of teachers planned and facilitated school pep rally to build school spirit and recognize students for achievements.</p> <p>Master schedule provided time for direct instruction daily schedules</p> <p>WIGS was hosted 3 times throughout the year (Sept., January, and May)</p> <p>School attendance was recognized and names posted. Certificates were awarded quarterly for students with perfect attendance each 9 weeks. Students w/perfect attendance were also recognized during the pep rally and their names displayed in their hallway on the NBA boards (Never Been Absent).</p>	<p>IP</p>

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<p>Continue Literacy Grant initiatives</p> <p>Utilize 20 Day funds (tutoring during school day)</p> <p>Utilize Istation, DIBELS, Scholastic News, and Write Score (3rd, 4th, 5th), Starfall, Reading A-Z, and Istation</p> <p>Implement Read 180/System 44 & continue EIP models</p>	<p>TKES</p> <p>EOG</p> <p>TKES, EOG, program reports, & Write Score assessments</p> <p>Program reports & TKES</p>	<p>Teachers</p> <p>State Literacy Coach</p> <p>Coaches</p> <p>Admin.</p>	<p>20 Day Funds</p> <p>DIBELS coaches</p> <p>Write Score, Storyworks, Istation, Starfall</p> <p>Title I funds</p>	<p>Teachers in grades K-2 worked with state staff and coaches to implement the Literacy Grant initiatives, administering DIBELS and reviewing data to plan for guided instruction.</p> <p>20 day funds were utilized to provide students with tutoring during the school day and after school tutoring.</p> <p>Teachers ensured that students below grade level and EIP students utilized at least 60 to 90 minutes of technology to practice reading and math. Grades 3-5 used Write Scores two times to analyze student writing and plan for instruction.</p> <p>EIP models were in place in grades 1-5. In K we were able to support EIP students in reading only due to the large number of students and limited staff. Read 180/System 44 were used as interventions with 3-5 (eligible) students.</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></p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></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 (Due September 1, 2016)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</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></p>
	<p>Implement Parent Academy based on a parent needs survey</p>	<p>- surveys, Title I Parent Input Meeting</p>			<p>Parents completed a Needs Assessment for their PL needs. Parent facilitator planned parent trainings/ classes for parents.</p>	
	<p>Communicate in 3 or more ways</p>	<p>School Climate Survey</p>	<p>parent facilitator</p>	<p>Title I funds</p>	<p>Communication is provided through website, teacher blogs, call-outs, agendas, and weekly folders</p>	<p>IP</p>
	<p>Academic Parent Teacher Teams/WIGS</p>	<p>Parent evaluation</p>	<p>admin.</p>	<p></p>	<p>Parents were given an opportunity to collaborate with the teacher to set SMART goals for their child(ren) in reading and/or math.</p>	
	<p>Mission & Vision Collaboration</p>	<p>Vision & Mission statements</p>	<p>coaches</p>	<p></p>	<p>Staff, students, parents, and community members worked collaboratively to rewrite our school vision & mission statements.</p>	

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Academic Parent Teacher Teams/WIGS</p> <p>Arts Integration (AI) Showcase Day (fall) and AI Exhibition Night (spring)</p> <p>See Title I Plan</p>	<p>Parent evaluation, goals</p> <p>TKES</p>	<p>teachers admin. coaches</p>	<p>Title I funds</p>	<p>During WIGS, parents were given an opportunity to collaborate with the teacher to set SMART goals for their child(ren) in reading and/or math. Parents were given strategies to use/practice at home to address the reading/math goals.</p> <p>Our showcase day and exhibition night are opportunities for our parents and community members to observe how our teachers and students teach and learn through the arts.</p>	<p>IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Expand Foundation to support arts integration</p> <p>Facilitate School Council meetings & include students in PTA meetings (performances)</p> <p>PBIS</p> <p>Expand Partners in Ed</p>	<p>Meeting agendas & minutes</p> <p>Meeting agendas & minutes</p> <p>PBIS reports</p>	<p>Admin staff</p>	<p>N/A</p>	<p>Continued to strengthen our School Foundation to help support AI initiative and to purchase a stage for our school.</p> <p>School Council and PTA meetings were held through-out the year.</p> <p>Continued PBIS; focused on café-, hall and bathroom behaviors.</p> <p>Principal increased Partners in Ed (The Tutoring Center, Pettigrew Realty, & Paint Love)</p>	<p>IP</p>

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

<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><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>Results Of Key Actions: (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend the CCSD Job Fair</p> <p>Maintain our local school mentoring program to support new teachers and teachers new to Powder Springs</p> <p>Support new teachers through the New Teacher Academy</p>	<p>Hiring of new teachers</p> <p>TKES</p> <p>Employee turnover</p>	<p>admin.</p> <p>Coaches</p> <p>teacher leaders (master teachers)</p>	<p>District support</p> <p>Title I funds</p>	<p>Principal and team of teacher leaders attended CCSD job fair to recruit new teachers.</p> <p>New teachers with 3 or less years were given mentors. –</p> <p>Coaches planned and facilitated the New Teacher Academy meeting monthly with teachers 3 or less years.</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. (IE²)</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. (IE²) (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>Provide professional learning opportunities to teachers, as well as collaborative planning</p> <p>Implement teacher mentoring program</p>	<p>TKES & surveys/ course evaluations</p>	<p>Admin. Coaches lead teachers (master teachers)</p>	<p>Title I funds SFPL Coaches</p>	<p>PL offered for data team process, DIBELS, reading instruction in grades K-2, Math strategies, Write Score, blogs and other technology needs, center activities, and math strategies. Teachers also participated in collaborative planning each 9 weeks to unpack standards, create scope and sequence, plan lessons and unit plans.</p> <p>Coaches planned and facilitated the New Teacher Academy meeting monthly with teachers 3 or less years.</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>	<p></p>
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Implement goal setting and work with teachers on an individual basis on areas/standards needing improvement</p>	<p>TKES & TKES self- assessment</p>	<p>Teachers admin. coaches</p>	<p>Title I funds SFPL</p>	<p>Teachers created goals and conferenced with evaluator about needs. PL needs were offered to address goals and the needs of teachers based on performance on TKES.</p>	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>	<p>N/A</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

Reading Inventory 2016-2017

Grade	Powder Springs			Cobb		
	Fall	Winter	Spring	Fall	Winter	Spring
K	100.0	100.0	100.0	100.0	100.0	100.0
1	0.0	9.5	24.1	26.8	45.2	58.6
2	15.3	28.9	47.9	33.9	49.8	63.1
3	23.4	36.6	48.5	45.9	55.2	65.6
4	23.3	32.6	42.3	43.4	52.7	61.8
5	24.8	34.9	46.7	48.4	57.0	64.8

Grade	Test	Count	Powder Springs				Cobb			
			B. Basic	Basic	Prof.	Adv.	B. Basic	Basic	Prof.	Adv.
K	Fall	2	0.0	0.0	50.0	50.0	0.0	0.0	86.5	13.5
K	Winter	5	0.0	0.0	80.0	20.0	0.0	0.0	83.9	16.1
K	Spring	16	0.0	0.0	87.5	12.5	0.0	0.0	79.5	20.5
1	Fall	7	0.0	100.0	0.0	0.0	0.0	73.2	22.9	3.8
1	Winter	21	0.0	90.5	9.5	0.0	0.0	54.8	36.9	8.3
1	Spring	54	0.0	75.9	20.4	3.7	0.0	41.4	44.9	13.6
2	Fall	98	70.4	14.3	13.3	2.0	41.1	25.0	24.0	9.9
2	Winter	114	48.2	22.8	21.9	7.0	26.9	23.3	29.8	20.0
2	Spring	119	27.7	24.4	31.1	16.8	18.1	18.8	30.4	32.7

Grade	Test	Count	Powder Springs				Cobb			
			B. Basic	Basic	Prof.	Adv.	B. Basic	Basic	Prof.	Adv.
3	Fall	128	38.3	38.3	21.9	1.6	29.5	24.6	34.9	11.0
3	Winter	131	26.0	37.4	32.8	3.8	20.2	24.5	38.0	17.3
3	Spring	136	17.6	33.8	39.7	8.8	14.0	20.4	39.3	26.3
4	Fall	133	52.6	24.1	17.3	6.0	33.6	23.0	31.4	12.0
4	Winter	138	39.1	28.3	25.4	7.2	26.3	21.0	33.9	18.9
4	Spring	142	27.5	30.3	30.3	12.0	18.7	19.4	34.8	27.0
5	Fall	157	31.8	43.3	18.5	6.4	24.0	27.6	29.1	19.4
5	Winter	166	30.7	34.3	24.7	10.2	19.1	23.9	31.6	25.4
5	Spring	167	20.4	32.9	32.3	14.4	14.4	20.8	31.9	32.9

Grade	Powder Springs			Cobb		
	Fall	Winter	Spring	Fall	Winter	Spring
K	12.4	39.0	65.6	12.6	42.4	72.5
1	1.0	12.7	38.8	11.7	39.7	62.7
2	12.0	41.7	58.3	19.2	46.5	63.3
3	0.8	6.9	22.8	4.2	18.9	44.2
4	1.5	8.0	26.1	5.9	16.9	52.9
5	5.7	19.2	32.5	21.8	39.1	56.2

Grade	Test	Count	Powder Springs				Cobb			
			B. Basic	Basic	Prof.	Adv.	B. Basic	Basic	Prof.	Adv.
K	Fall	105	51.4	36.2	10.5	1.9	59.7	27.6	10.0	2.7
K	Winter	118	31.4	29.7	30.5	8.5	28.2	29.4	27.0	15.3
K	Spring	122	15.6	18.9	40.2	25.4	9.9	17.6	30.1	42.4
1	Fall	99	82.8	16.2	1.0	0.0	51.2	37.1	9.5	2.1
1	Winter	118	45.8	41.5	12.7	0.0	19.1	41.2	27.8	11.9
1	Spring	121	24.8	36.4	31.4	7.4	8.3	29.0	34.2	28.5
2	Fall	108	53.7	34.3	11.1	0.9	44.5	36.3	16.8	2.4
2	Winter	115	22.6	35.7	33.9	7.8	18.3	35.2	35.7	10.8
2	Spring	120	11.7	30.0	38.3	20.0	12.0	24.7	37.3	26.0
3	Fall	128	84.4	14.8	0.8	0.0	72.9	22.8	4.1	0.1

Grade	Test	Count	Powder Springs				Cobb			
			B. Basic	Basic	Prof.	Adv.	B. Basic	Basic	Prof.	Adv.
3	Winter	131	55.7	37.4	6.9	0.0	41.4	39.7	17.5	1.4
3	Spring	136	31.6	45.6	19.9	2.9	24.4	31.4	33.8	10.4
4	Fall	133	88.7	9.8	1.5	0.0	74.8	19.3	5.6	0.2
4	Winter	138	72.5	19.6	8.0	0.0	47.4	35.7	15.6	1.3
4	Spring	142	46.5	27.5	25.4	0.7	26.1	21.0	38.0	14.9
5	Fall	158	73.4	20.9	5.7	0.0	54.8	23.4	19.6	2.3
5	Winter	167	52.1	28.7	18.0	1.2	35.5	25.5	31.6	7.5
5	Spring	169	34.3	33.1	27.2	5.3	24.3	19.5	40.0	16.2