

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 (Due September 1, 2016)					
<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> (Due June 30, 2017)	<u>Focus Priority Status:</u> 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)	<ul style="list-style-type: none"> Using the data team process examine weekly and quarterly reading and math common formative assessment data in CTLS Differentiate instruction based on data from common assessments 	Local and county assessments TKES Standards 2, 4 & 6	Teachers, Academic Coach, Administration	Academic Coach, TTIS, CTLS, iRespond, Administration		
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)	<ul style="list-style-type: none"> Collaborative planning to create common formative assessments Use the Data teams to discuss student progress, collaboratively score test items and implement strategies to ensure student mastery 	Assessments created in CTLS Review of CTLS assessment data TKES Standards 2, 4 & 6	Teachers, Academic Coach, Administration	Academic Coach, TTIS, CTLS, iRespond, Administration		

<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"> Based on results of Administrative walk-throughs and teacher TKES Self-Assessments Provide differentiated professional learning to meet the needs of all teachers (Assessment Uses TKES Standard 6 and Academically Challenging TKES Standard 8) 	<p>TKES Walk-throughs and TKES Teacher Self-Assessment feedback</p>	<p>Teachers, Academic Coach, Administration</p>	<p>\$5000 in SFSD Professional Learning Funds</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> Teachers will use research-based reading instructional strategies to engage students in all core content areas. Use of support staff to implement research-based interventions to strengthen reading skills (EIP, ESOL, Reading Support and System 44 lab) 	<p>-Quarterly reading data collection -Bimonthly analysis of Achieve 3000, Raz-Kids and System 44 -DIBELS -SRI -Touchstones TKES Standard 3</p>	<p>Teachers, Academic Coach, Administration</p>	<p>Academic Coach, TTIS, CTLS, iRespond, Administration</p>		
<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"> Full implementation of the math workshop model to include guided math groups Teachers use of research-based rigorous math strategies to engage students Use of support staff to implement research-based interventions to strengthen math skills 	<p>-SMI -Touchstones -Local assessments TKES Standard 3 & 4</p>	<p>Teachers, Academic Coach, Administration</p>	<p>Academic Coach, TTIS, CTLS, iRespond, Administration</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> Identify students through RTI process and EIP program 	<p>RTI data: Based individual student progress</p>	<p>Teachers, Academic Coach, Administration</p>	<p>\$15,000 20 Day Funds</p>		

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Involve the local community in the development of a Career Day • Complete career activities and lessons across the curriculum • Partner with CHS ROTC to implement Junior Achievement Curriculum in K-5 homerooms (JA Day at Argyle) 	<p>Administrative monitoring by checklist of Career Awareness lessons taught by general and Special Education teachers Feedback from the JA.</p>	<p>Teachers, Guidance, Administration</p>	<p>No funds needed.</p>		
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Board Goal 2: Differentiate resources for students based on needs.

<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 (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>-ESOL Innovative Model -Departmentalize in grades 4-5 to allow teachers opportunity to become experts in fields -Implement the use of CTLS to increase efficiency with data collection monitoring and instructional interventions</p>	<p>ACCESS, SRI, SMI, CTLS, EOG Milestones</p>	<p>Teachers, Academic Coach, Administration</p>	<p>No funds needed.</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>	

<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) 	<ol style="list-style-type: none"> 1. Software: System 44, Achieve 3000, RazKids 2. Saturday Tutoring 3. Continue RTI and SpEd. strategies/interventions for those below grade level 	<p>SRI, SMI, EOG Milestones data</p> <p>RTI, CSIS, SpEd data in Goalview</p>	<p>Teachers, Academic Coach, Administration</p>	<p>-Software paid for through cell tower funds</p> <p>-\$20,000 in 20-Funds for tutoring</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 style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</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 <u>(Due September 1, 2016)</u></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: <u>(Due June 30, 2017)</u></p>	
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>-Implement Parent Surveys for Title I, SACS and School Climate</p> <p>-School Council</p>	<p>-The analyzation of climate surveys to identify areas for improvement</p> <p>-Sign in sheets and minutes from School Council meetings</p>	<p>Title I Parent Facilitator, Administration</p>	<p>No funds needed.</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>-Saturday Tutoring</p> <p>-Maintain open communication with parents</p> <p>-Partner with Cumberland Community Church</p> <p>-English classes to engage parents in the learning process with the goal of student success</p> <p>-Offer Spanish classes for Argyle staff in order to improve daily home-communication</p>	<p>-Sign in sheets from tutoring and church activities</p> <p>-School website, newsletter, Parent-Link calls, communication folders</p> <p>-Sign in sheets from English and Spanish classes</p>	<p>Title I Parent Facilitator, Teachers, Academic Coach, Administration</p>	<p>-\$20,000 in 20-Day funds for Saturday tutoring</p> <p>-Rosetta Stone licences provided by County</p> <p>-Title I Parent Involvement funds</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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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)					
<u>Focus Priorities:</u> (Based on priorities identified by IE², 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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	-Attract highly qualified teachers through aggressive recruiting, being proactive during hiring fairs -Analyze references and TKES evaluations to gage effectiveness	TKES evaluations, Title I requires that all staff are highly qualified	Leadership	No funds needed.		
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 ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	N/A	N/A	N/A	N/A	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	-Provide differentiated professional learning to meet the needs of all teachers based on Administrative results of TKES walk-throughs, self-assessment and teacher surveys	TKES Walk-throughs and TKES Self-Assessment	Leadership	\$9000 in SFSD		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Align professional development according to TKES and LKES Provide individualized support to assist in teacher growth	TKES Walk-throughs, TKES Self- Assessment and TKES rating	Leadership	\$9000 in SFSD		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Argyle

Trend	Argyle			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	85.2%	56.7%		84.6%	74.0%	
On-track for Graduation	85.7%	94.1%	95.9%	90.7%	92.3%	92.7%
Career Ready	95.9%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	4.8%	5.8%	6.7%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.3%	83.4%	82.7%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	26.4%	9.2%	31.6%	56.6%	57.5%	56.8%
CCRPI Score	79.2	60.3		75.7	77.3	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for the Lexile Levels in 5th Grade and CCRPI Score. Scores for these trends are expected from the Ga DOE in late 2016.

Descriptions of Key Trends

Lexiles 5th Grade

The percentage of 5th grade students with Lexile scores on the state assessment (EOG) above 850. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

On-track for Graduation

The percentage of 5th grade students passing at least four courses in the core content areas: ELA, math, science, social studies, or world languages.

Career Ready

The percentage of 5th grade students completing a career portfolio as reported in the student record data collection.

Advanced Academics

The percentage of students in grades 1 to 5 who are enrolled in a Target course.

Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

Iowa Reading 3rd Grade

The percentage of 3rd grade students scoring at 3.1 or higher on the reading portion of the Iowa assessments.

CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the Georgia Department of Education (GaDOE). The Cobb CCRPI score shown here is the weighted average of all Cobb elementary schools.