

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)					
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)	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)	1. Re-teach non-mastered target areas and continuously practice with students how to frame their thoughts and answers in a written form that is logical, organized, and focused. 2. Increase the academic performance area on the CCRPI Index in the areas of Achievement and Progress for Grade 3 and Grade 5 Grade (ELA and Math)	FFAS/CTLS Ongoing Assessments and Touchstones CCRPI Index	Classroom Teachers Literacy Coach Math Coach Administrators Classroom Teachers Literacy Coach Math Coach Administrators	25 I-Respond Units Reading Series Materials		
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)	1. Analyze student performance data from Touchstones, RI, and CTLs Assessment by grade level teams for differentiated instruction during PLC meetings. 2. Analyze student performance daily, weekly, or biweekly through the FFAS/CTLS process by grade level in Professional Learning Community Teams.	FFAS/CTLS Ongoing Assessments and Touchstones RI Assessment FFAS/CTLS Ongoing Assessments and Touchstones	Classroom Teachers Literacy Coach Math Coach Administrators Classroom Teachers Literacy Coach Math Coach Administrators	25 I-Respond Units 25 I-Respond Units		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Provide in-depth Complete Reading Series professional development in reading and (August- November). Re-examine the different stages of reading development and guided math instruction for students.</p> <p>2. Increase the percentage of K-2 students reading on grade level before entering third grade by using iRead, Read180, and System 44 with our EIP students and providing tutors in grades 1-2 to support implementing reading strategies from the Complete Reading Series Trainings.</p>	<p>100 %Teachers Completing the Early Literacy and Comprehension Trainings</p> <p>Data from iRead, Read 180, & System 44 Programs</p>	<p>Classroom Teachers Literacy Coach Administrators</p> <p>Classroom Teachers EIP Teachers</p>	<p>Training</p> <p>iRead, Read 180, System 44 Licenses</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Implement Saxon Phonics (K-3), Benchmark Phonics for grades K -2 (addressing decoding rules, spelling rules, syllabication, phonemic awareness, fluency, and phonics) with fidelity.</p> <p>2. Implement Istation, iRead, Read 180, and System 44 as a tool to track student comprehension and Lexile levels in grades 1-5.</p>	<p>FFAS/CTLS Ongoing Assessments and Phonological Awareness Assessments (e.g. rhyme production, rhyme identification, syllable, blending, syllable Segmentation, Syllable Deletion, phoneme Replication, and phoneme Blending)</p>	<p>Classroom Teachers Literacy Coach Administrators</p>	<p>Saxon Refills</p> <p>iRead , Read 180, System 44 Licenses</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>	<p>1. Group students for small group guided math instruction.</p> <p>2. Give students opportunities to daily practice and apply effective problem solving problems which require students to draw a model, solve problem with an equation, and explain answer in writing.</p> <p>3. Have a common vocabulary for math at all grade levels.</p> <p>4. Model and scaffold math lessons.</p> <p>5. Pilot Conceptua Math Program in Fourth Grade Classroom.</p>	<p>FFAS/CTLS CTLS Math Assessments</p> <p>Touchstones, GLOSS, and MI Assessments</p> <p>Math Walkthroughs</p> <p>Math Walkthroughs</p> <p>Math Walkthroughs</p> <p>Math Walkthroughs</p>	<p>Classroom & EIP Teachers Math Coach</p> <p>Classroom Teachers Math Coach</p> <p>Classroom & EIP Teachers Math Coach</p> <p>Classroom & EIP Teachers Math Coach</p> <p>Fourth Grade Teacher</p>	<p>Strategies for Implementing Guided Math</p> <p>MI Software</p> <p>Number Talks Nicki Newton's Problem Solving with Math Models</p> <p>Conceptua Software</p>		
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>1. Identify students-at-risk through RTI process and EIP program.</p>	<p>RTI Data EIP Checklists</p>	<p>Counselor Classroom Teachers EIP Teachers Administrators</p>	<p>RTI Portal RTI Strategies</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p>District Focus Priorities 2016-2019</p> <p>Focus Priorities: (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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>1. Flexible Schedule to implement creative writing and innovative technology activities for students through computer coding, animation creations, and graphic design in iMation Lab in order for K-2 students to increase and motivate writing performance.</p> <p>2. Restructure Schedules to provide additional instruction in reading and math for struggling learners.</p> <p>3. Incorporate STEM Units with Reading, Writing and Math.</p>	<p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p> <p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p> <p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p>	<p>iMation Writing Teacher Classroom Teachers Literacy Coach Math Coach Target Teacher Science Teachers Administrators</p> <p>Administrators</p> <p>STEM Teacher Team</p>	<p>25 I-Respond Units</p> <p>25 I-Respond Units</p> <p>25 I-Respond Units</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>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. Implement Phonics Program for grades K -2 students (addressing decoding rules, spelling rules, syllabication, phonemic awareness, fluency, and phonics) with fidelity and close student phonics gaps in with strategies learned in Complete Reading Series Training. 2. Close student gaps in reading in grades K -5 with strategies teachers learned in Complete Reading Series Trainings. 3. Review Foundational Principles of Guided Math, components of Guided Math Framework, and Guided Math Instructional Support. 	<p>Saxon/Benchmark Phonics Assessments</p> <p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p> <p>FFAS/CTLS Ongoing Assessments Touchstones CCRPI Index</p>	<p>Classroom Teachers Literacy Coach</p> <p>Classroom & EIP Teachers Literacy Coach</p> <p>Classroom Teachers Math Coach</p>	<p>Saxon Refills Reading Series Materials</p> <p>Reading Series Materials 25 I-Respond Units</p> <p>Implementing Guided Math Notebook 25 I-Respond Units</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>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><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</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><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Conduct parent discussions and input through Parent Brown Bag Lunches</p> <p>2. Increase the parent return rate on surveys</p>	<p>Meeting Minutes Sign-in-Sheets</p> <p>30% Parent Return of Surveys</p>	<p>Administrators Parent Liaison Teachers</p>	<p>Donated Funds for Food & Beverages</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>1. Offer Parent EOG Preparation Seminar designed to offer parent sessions to equip, inform, and empower parents to increase their children’s grades and scores on the EOG assessments.</p> <p>2. Offer a session in Reading Strategies.</p> <p>3. Offer a session in Math Models and Problem Solving Strategies.</p> <p>4. Offer a session in Constructive Responses and Writing Strategies</p>	<p>At least Three Seminars during school year. Sign-in-sheets</p> <p>At least 10% parent participation</p> <p>At least 10% parent participation</p> <p>At least 10% parent participation</p>	<p>Administrators Literacy Coach Math Coach Writing Lab Teacher</p>	<p>Donated Funds for Food & Beverages</p> <p>Reading Materials</p> <p>Math Materials</p> <p>Writing Materials</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)						
---	--	--	--	--	--	--

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (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)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	1. Seek to hire or new teachers who are proficient in technology, math, and science.	Certification	Administrators	H.R. Support Recruitments		
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
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	1. Identify teachers who would benefit from opportunities for growth.	TKES Walkthroughs TKES Data	Administrators	TKES Training and Credentialed Review		

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)	1. Focus on TKES/LKES Standards in need of improvement and encouraging individual teachers to meet a level 4 TKES rating through staff development opportunities.	TKES Data Interrater Reliability Score	Administrators	TKES Training and Credentialed Review		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Austell

Trend	Austell			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	68.8%	60.3%		84.6%	74.0%	
On-track for Graduation	80.4%	93.8%	93.7%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	7.3%	9.4%	8.0%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.5%	86.3%	81.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	38.3%	44.2%	43.0%	56.6%	57.5%	56.8%
CCRPI Score	69.7	66.1		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.