

## 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;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p style="text-align: center;"><b>Focus Priority Status:</b> 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. <b>(S) (AdvED)</b></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. <b>(AD)</b></p>	<p><b>Organize</b></p> <ul style="list-style-type: none"> <li>• generate common assessments aligned to standards</li> <li>• Integrate the use of CTLS and iRespond in math and language arts</li> <li>• Proof of concept Goal setting aligned with SSP and school-wide data</li> </ul> <p><b>Examine</b></p> <ul style="list-style-type: none"> <li>• examine and understand standards</li> <li>• ascertain student strengths and weaknesses through CTLS performance monitoring</li> </ul> <p><b>Adjust</b></p> <ul style="list-style-type: none"> <li>• extend instruction based on student need</li> </ul> <p><b>Monitoring Data</b></p> <ul style="list-style-type: none"> <li>• utilize the 5-Step data team process the data team will meet monthly to monitor student progress toward meeting or exceeding grade level standards</li> <li>• specialized Primary / Intermediate data teams</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post-tests</li> <li>• Performanc e-based tasks</li> <li>• informal assessments</li> <li>• Teacher observation</li> <li>• On-going data collection</li> <li>• Guided instruction though core content areas</li> <li>• R.I &amp; M.I. assessments 3 times per year</li> <li>• Goal setting monitoring</li> </ul>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers District Wide CTLS Trainer</p>	<p>Data spreadsheet, pre and post assessments, performance-based tasks; collaboration time</p>	<ul style="list-style-type: none"> <li>• K-5 RI &amp; MI Scores (Increase by 3-7% growth)</li> <li>• Georgia Milestone Test results for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>. (Increase by 3-7% growth)</li> <li>• CCRPI Building Score (Increase by 3-7% growth)</li> <li>• GKIDS</li> <li>• Access Testing</li> </ul>	

<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"> <li>utilize common formative assessments through CTLS</li> <li>administer assessments regularly and adjust lessons based on student progress</li> <li>promote guided instruction through core content areas</li> <li>employ engaging differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Data</li> <li>CTLS</li> <li>Universal Screener</li> <li>Data Team Minutes</li> </ul>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Student Performance Tab in CTLS, pre and post assessments, collaboration time</p>	<ul style="list-style-type: none"> <li>CTLS</li> <li>Possible usage of certified tutors to assist with students not meeting standards in grades 3, 4, and 5. October - May</li> </ul>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Teacher professional learning needs are met through these actions:</p> <ul style="list-style-type: none"> <li>professional learning provided by district level content specialists</li> <li>professional learning provided by administration at staff meetings and grade-level meetings</li> <li>professional learning provided monthly by the professional learning community through the Lighthouse Leadership Team</li> <li>individual professional learning based on teacher interest and need</li> <li>professional learning through peer support and training</li> <li>professional learning recommended or required through the TKES portal</li> <li>Six steps of the data team process: professional learning aligned with Cobb Teaching and Learning Math Standards.</li> </ul>	<p>School improvement survey, walk-throughs, TKES, student achievement</p>	<p>C &amp; I, Lighthouse Leadership Team, Teacher Leaders, Administration</p>	<p>Human resources, survey, continued offerings and access to learning opportunities through the county and outside sources, content assessments, teacher-leaders on staff</p>	<ul style="list-style-type: none"> <li>CTLS Training</li> <li>Collaborative Planning</li> <li>Workshop Model Training</li> </ul>	<p>IP</p>

<p><i>5. Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2015 Reading Scores)</i></p>	<p>School goal is to increase our students reading on grade-level from 82% to 85%. Actions:</p> <ul style="list-style-type: none"> <li>• promote school-wide nightly reading</li> <li>• monitor readers workshop/guided reading</li> <li>• incorporate lessons provided by media specialist and counselors</li> <li>• coach and incorporate strategies provided by district level reading specialists</li> <li>• track individual Lexile levels</li> <li>• integrate reading across all content areas</li> <li>• encourage summer reading programs</li> <li>• initiate school-wide innovative reading incentives</li> <li>• adopt schedules aligned for greater teacher support to increase reading</li> <li>• promote school PTA funded reading resources</li> <li>• Student led conferences</li> </ul>	<p>DRA, Georgia Milestones Assessment, RI, data spreadsheet, CTLS common assessments, Reading logs</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Access to Universal Screener, Universal Screener training, staff buy-in for innovative incentives, media center specialist, K-2 Newly adoption Training, Workshop Model Training</p>	<ul style="list-style-type: none"> <li>• Students are encouraged to read for (K-2) 20 minutes (3-5) 30 minutes each night with an adult</li> <li>• Scholastic Summer Reading, Six Flags Reading Program</li> <li>• Promote AR</li> <li>• Read 180 and System 44</li> <li>• Student leadership data notebooks</li> </ul>	<p>IP</p>
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>School goal is to increase student proficiency from 69% to 72%. Actions:</p> <ul style="list-style-type: none"> <li>• schedules aligned for greater teacher support to increase math scores</li> <li>• implementation of the data team process</li> <li>• professional learning led by district math specialist, local teacher leaders, and administration</li> <li>• use of Georgia Frameworks as a tool to drive instruction (Frameworks Friday)</li> <li>• use of CTLS and Cobb County created assessments (TouchStones) to track to performance and provide differentiation</li> <li>• grade level data displays</li> <li>• student led conferences</li> </ul>	<p>Georgia Milestones Assessment, MI, data spreadsheet, standardized tests, innovative math initiatives, performance-based tasks, constructed response, guided math models</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Formative and summative assessments, data spreadsheet, staff buy-in for innovative initiatives, time for data team collaboration</p>	<ul style="list-style-type: none"> <li>• School-wide SPED schedules to align with classes</li> <li>• Common grade level math assessments</li> <li>• Math trainings offered through the county</li> <li>• Touchstone pre- and post- scores in CTLS</li> <li>• Met with data teams to analyze data</li> <li>• First in Math</li> <li>• Student leadership data notebooks</li> </ul>	<p>IP</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> <li>professional learning to ensure best practices are being used</li> <li>data tracking</li> <li>RTI process</li> <li>Tutoring</li> <li>parent communication</li> <li>Initiatives to increase student achievement in reading</li> <li>Leader in Me</li> </ul>	<p>Measured by behavioral referrals, quarterly progress reports</p>	<p>Classroom teachers, , SPED teachers, ESOL teachers, Administration, ALP teachers, counselors, stakeholders</p>	<p>RTI team, continued professional learning, Reading initiative</p>	<p>-Completion Rate K: TBD 1<sup>st</sup>: TBD 2<sup>nd</sup>: TBD 3<sup>rd</sup>: TBD 4<sup>th</sup>: TBD 5<sup>th</sup>: TBD</p>	<p>IP</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>School goal is to increase student proficiency in writing across grade levels according to standards and rubrics. Actions:</p> <ul style="list-style-type: none"> <li>provide teacher support and trainings in workshop models</li> <li>explicit use of Instructional Frameworks models</li> <li>development of common writing prompts, with district rubrics and collaborative scoring.</li> <li>monitor student proficiency in writing</li> <li>student led conferences</li> </ul>	<p>Student growth as measured by writing pre/post prompts</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>	<p>Formative and summative assessments, data spreadsheet, time for data team collaboration, Lucy Calkins units of study</p>	<ul style="list-style-type: none"> <li>Narrative pre- and post-in progress</li> <li>Use of workshop model(consistent across grade levels)</li> </ul>	<p>IP</p>

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

<p><i>District Focus Priorities</i> <i>2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>						<p><b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (<u>Due June 30, 2017</u>)</p>		
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Our school will implement the following:</p> <ul style="list-style-type: none"> <li>School-wide Number Talks and focused math fluency time</li> <li>Possible Certified Tutors</li> <li>Increase students' ability to problem solve and think critically through researched based math problem solving strategies</li> <li>ESL/SPED Dual instruction</li> </ul>	<p>Increased student achievement as evidence through data collection Increase in scores # of students exiting ESOL EOG</p>	<p>Classroom teachers, EIP teachers, SPED teachers, ESOL teachers, Administration, ALP teachers</p>		<ul style="list-style-type: none"> <li>Conducted daily Number Talks</li> <li>STEM Day</li> <li>100% of staff trained in Leader in Me</li> <li>Proof of Concept school for TKES goal setting</li> <li>CTLS and iRespond</li> <li>Learning Commons</li> </ul>	<p>IP</p>	
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>		
<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2015 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation (S)</li> </ol>	<ol style="list-style-type: none"> <li>EIP, ESOL, tutoring, Universal Reading Screener, classroom remediation, individualized learning plan to address student's deficiencies</li> <li>EIP, tutoring, classroom remediation, Math Talks, School Wide Math Fluency</li> <li>RTI, tutoring, Leader in Me</li> </ol>	<p>data collection</p> <p>Students becoming proficient as it relates to grade level academic standards</p>	<p>Classroom teachers, SPED teachers, ESOL teachers, Administration</p>	<p>funding for tutoring program (20 Day Funds), specific research-based best practices to address students' various learning goals</p>	<ul style="list-style-type: none"> <li>Tutors in October for grades 3-5</li> <li>Tutors to work with primary grades during testing</li> <li>Continued with EIP models (reduced class)</li> <li>ESOL push-in and pull-out model</li> <li>daily number talks</li> </ul>	<p>data collection</p> <p>Students becoming proficient as it relates to grade level academic standards</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. <b>(AD)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p><b>Other: Writing</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase writing proficiency across the domains. Integrate writing across all core content areas.</p>	<p>CCSD writing rubric, constructed response rubric</p>	<p>Classroom teachers, EIP teachers, SPED teachers, ESOL teachers, Administration</p>		<ul style="list-style-type: none"> <li>• Lucy Caulkins materials</li> <li>• Common writing rubric across grade levels</li> <li>• Writers' Workshop</li> <li>• Writing across content areas encouraged through math journals and science journals</li> </ul>	<p>IP</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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (<u>Due June 30, 2017</u>)</p>	
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Seek and evaluate stakeholder input through surveys and school council. Involve all stakeholders in critical processes through involvement with the school PTA, PTA sponsored community events, School Foundation, School Foundation sponsored community events, All-Pro Dads, Cobb Sheriffs' Department and involvement from our Partners in Education.</p>	<p>Feedback questionnaires, Survey Monkey, Informal interviews, Meeting notes, Surveys, Georgia Parent Survey for CCRPI, LKES</p>	<p>All stakeholders</p>	<p>Data from stakeholders' surveys</p>	<ul style="list-style-type: none"> <li>CCRPI Climate Score of 91.5 (Increase score to 94.5 by June 30, 2017)</li> </ul>	<p>Seek and evaluate stakeholder input through surveys and school council. Involve all stakeholders in critical processes through involvement with the school PTA, PTA sponsored community events, School Foundation, School Foundation sponsored community events, All-Pro Dads, and involvement from our Partners in Education.</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> <li>• Parenting training on the 7 Habits of Highly Effective People</li> <li>• Counselor training for parents</li> <li>• All Pro Dad</li> </ul>	<p>Surveys, number of events</p>	<p>counselors, Administration , parents</p>	<p>7 Habits Training for administration and counselor</p>	<p>Increase parental involvement</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</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><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Attend local job fairs, staff recommendations, hosting student teachers, interview by committee</p>	<p>Student achievement, teacher certification, TKES, references, prior evaluations</p>	<p>Administration, School Improvement Team</p>		<ul style="list-style-type: none"> <li>• KSU student interns</li> <li>• County job fair</li> <li>• Superior reference screening</li> <li>• Hiring committee / administrators and teachers</li> </ul>	<p>M</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. (IE<sup>2</sup>)</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. (IE<sup>2</sup>) (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 continued quality professional learning opportunities, data teams, student progress monitored, professional learning team, teacher mentors, peer coaching, and teacher collaboration. Provide teachers with opportunities to deeply explore grade level requirements and standards through super common planning time.</p>	<p>Student achievement, TKES, PLUs</p>	<p>C &amp; I, Professional Learning Community, School Light House Team, Administration</p>	<p>Collaborative super planning time</p>	<ul style="list-style-type: none"> <li>• CTLS and iRepsond training in fall with Mark Tartaro</li> <li>• Data teams</li> <li>• PLTs</li> <li>• Teacher Mentors</li> <li>• Peer Coaches</li> <li>• Collaborative Planning</li> <li>• TSS Mentors</li> <li>• ESOL and Writing Training</li> </ul>	<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>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>	<ul style="list-style-type: none"> <li>• Use conference feedback to monitor, refine, and improve classroom performance.</li> <li>• Set year-long goals to improve professional performance (Proof of Concept).</li> </ul>	<p>TKES and LKES Proof of Concept Goal Setting</p>	<p>Administration Parent Surveys</p>		<ul style="list-style-type: none"> <li>• TKES Goals (Proof of Concept)</li> <li>• Pre, Mid-Year, and summative conferences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use conference feedback surveys to monitor, refine, and improve classroom performance.</li> <li>• Set year-long goals to improve professional performance.</li> </ul>
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						

## Elementary School Key Trends: Bells Ferry

Trend	Bells Ferry			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	82.6%	80.2%		84.6%	74.0%	
On-track for Graduation	91.6%	92.1%	94.0%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	12.9%	6.9%	8.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	84.8%	86.7%	85.0%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	65.5%	63.9%	72.3%	56.6%	57.5%	56.8%
CCRPI Score	87.2	82.3		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.