

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 (<u>Due September 1, 2016</u>)					
<i>Focus Priorities:</i> (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: (<u>Due June 30, 2017</u>)	<i>Focus Priority Status:</i> 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)	~Conduct monthly Data team meetings held during Super Specials	~Collaborative Planning Minutes/Dates	Grade level teachers, Support Staff, Academic Coach, & Administration	N/A		
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)	~Assess learning through district & local common formative assessments and adjust assessments/instruction to fit the standards/needs of the learners ~Utilize the CTLS & with the TTIS support, teachers will monitor and discuss student progress using the data collected and reflected in the CTLS	~Collaborative planning minutes/dates ~Student achievement in formative assessments	Grade level teachers, Support Staff, Academic Coach, Administration, & TTIS	Substitute Teachers (Title II, Professional Learning Funds)		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>~Provide ELL collaborative planning opportunities to help identify students' needs and develop strategies to meet student academic concerns (state approved Innovative Model)</p> <p>~Provide ongoing support and PL with new K-2 E/LA adoption (all K-2 teachers)</p>	<p>~Results of Universal Screeners (RI & MI)</p> <p>~Band Growth using ACCESS scores</p> <p>~Minutes/dates of trainings</p>	<p>ESOL Department; District Level ELL Leads, Innovative Model Classroom teachers; administration</p> <p>~K-2 teachers, Academic Coach, District E/LA leaders, Administration</p>	<p>Substitute Teachers (Title II, Professional Learning Funds)</p> <p>~Title II; PL Funds; & Cell Tower (subs)</p>																																										
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2016 Reading Scores)</p>	<p>~Provide Extended Day Tutoring</p> <p>~Implement specialized reading programs: Systems44/Read180 Reading Instruction</p> <p>~Use results of the district-wide universal screener: Reading Inventory (RI) to plan meaningful instruction</p> <p>~Implement Guided Reading K-5</p>	<p>~Results of district-wide universal screener: RI</p> <p>Baseline Data:</p> <table border="1" data-bbox="907 643 1108 857"> <tr><th colspan="2">Reading Inventory (RI) Fall 2016 School-Wide Proficiency</th></tr> <tr><td>Advanced</td><td>11%</td></tr> <tr><td>Proficient</td><td>30%</td></tr> <tr><td>Basic</td><td>32%</td></tr> <tr><td>Below Basic</td><td>27%</td></tr> </table> <p>~Results of 2016 Milestones Assessment</p> <p>Baseline Data:</p> <table border="1" data-bbox="921 1024 1094 1268"> <tr><th colspan="2">2016 Milestones Reading At or Above Grade Level</th></tr> <tr><td>3rd</td><td>81%</td></tr> <tr><td>4th</td><td>72%</td></tr> <tr><td>5th</td><td>83%</td></tr> <tr><td>Avg</td><td>78.2%</td></tr> </table>	Reading Inventory (RI) Fall 2016 School-Wide Proficiency		Advanced	11%	Proficient	30%	Basic	32%	Below Basic	27%	2016 Milestones Reading At or Above Grade Level		3rd	81%	4 th	72%	5 th	83%	Avg	78.2%	<p>Extended Day tutors; Certified Teachers; Academic Coach; Administration</p>	<p>20 Day funds</p>	<p>Results Data:</p> <table border="1" data-bbox="1612 699 1801 954"> <tr><th colspan="2">Reading Inventory (RI) Spring 2017 School-Wide Proficiency</th></tr> <tr><td>Advanced</td><td></td></tr> <tr><td>Proficient</td><td></td></tr> <tr><td>Basic</td><td></td></tr> <tr><td>Below Basic</td><td></td></tr> </table> <p>Results Data:</p> <table border="1" data-bbox="1619 1084 1793 1328"> <tr><th colspan="2">2017 Milestones Reading At or Above Grade Level</th></tr> <tr><td>3rd</td><td></td></tr> <tr><td>4th</td><td></td></tr> <tr><td>5th</td><td></td></tr> <tr><td>Avg</td><td></td></tr> </table>	Reading Inventory (RI) Spring 2017 School-Wide Proficiency		Advanced		Proficient		Basic		Below Basic		2017 Milestones Reading At or Above Grade Level		3rd		4 th		5 th		Avg		
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6. Increase percentage of student performance in math/algebra at every grade level. (S)
(Based on CCRPI ES-MS Math & HS Algebra Scores)

~Implement Guided Math
~Provide Extended Day Tutoring
~Implement Number Talks strategies K-5
~Provide professional learning opportunities with staff on Number Talks
~Conduct AC Math course in 4th grade for student who meet the eligibility criteria
~Use results of the district-wide universal screener: Math Inventory (MI) to plan meaningful instruction
~Implement AC Math course in 5th grade for students who meet the eligibility criteria

~Results of 2016 Milestones Assessment

Baseline Data:

2016 Milestones-Math	
Percentage of 3 rd , 4 th , & 5 th grades demonstrating proficiency (3-4)	
52.6%	

~End of year results of district-wide screener: MI

Baseline Data:

Fall 2016 MI Grade Level Averages:	
K	9
1 st	106
2 nd	226
3 rd	302
4 th	447
5 th	615

Baseline Data:

4th grade AC Math MI Quantile Fall 2016 Data	
651	

Extended Day tutors; Certified Teachers; Gifted Department; District Gifted Department Leaders; Academic Coach Administration

20 day funds

Results Data:

2017 Milestones-Math	
Percentage of 3 rd , 4 th , & 5 th grades demonstrating proficiency (3-4)	

Results Data:

Spring 2017 MI Grade Level Averages:	
K	
1 st	
2 nd	
3 rd	
4 th	
5 th	

Results Data:

4th grade AC Math MI Quantile Spring 2017 Data	

7. Increase number of students academically completing every grade.(S)

~Remain above the district average using the On-Track for Graduation measure
~Extended Day Tutoring
~RtI Process

~Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)

Baseline Data:

% of students passing at least 5 content areas (2015)	
CHES	Cobb
95%	90%

Administration; Counseling Department; Classroom teachers; Academic Coach

20 day funds

Results Data:

% of students passing at least 5 content areas (2016)	
CHES	Cobb

8. Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A
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Board Goal 2: *Differentiate resources for students based on needs.*

<i>District Focus Priorities 2016-2019</i> <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 September 1, 2016)					
	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

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>~conduct state approved innovative model classrooms for ELL/EIP students</p> <p>~Compare the Performance Band of our ELL students currently enrolled in an Innovative Delivery Model, to those enrolled in the Pull-Out Model, using the ACCESS Assessment</p>	<p>~Results of ACCESS scores (band growth)</p> <p>Baseline Data:</p> <table border="1" data-bbox="911 175 1125 331"> <tr> <th colspan="2">2016 ACCESS Average Performance Band</th> </tr> <tr> <td>Innovative Model:</td> <td>Pull-out Model:</td> </tr> <tr> <td>6.41</td> <td>4.08</td> </tr> </table>	2016 ACCESS Average Performance Band		Innovative Model:	Pull-out Model:	6.41	4.08	<p>ESOL Department; District Level ESOL Leads, Innovative Model Classroom teachers; Academic Coach; Administration</p>	<p>Title II Professional Development funds for substitute teachers, allowing time for collaboration and training</p>	<p>Results Data:</p> <table border="1" data-bbox="1591 237 1822 393"> <tr> <th colspan="2">2017 ACCESS Average Performance Band</th> </tr> <tr> <td>Innovative Model:</td> <td>Pull-out Model:</td> </tr> <tr> <td></td> <td></td> </tr> </table>	2017 ACCESS Average Performance Band		Innovative Model:	Pull-out Model:			
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<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>												

Provide targeted resources for students
 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)**

- 1. Reading:** Systems44/Read 180 Guided Reading Groups; District-wide Screener: RI & FRA; Extended Day Tutoring
- 2. Math:** Guided Math; NumberTalks; Extended Day Tutoring; District-Wide Screener: MI
- 3. Not on-track for graduation:** Extended Day Tutoring; Summer Bridge for incoming K students

~Results of District-wide Screeners

Baseline Data:

Reading Inventory (RI) Fall 2016 School-Wide Proficiency	
Advanced	11%
Proficient	30%
Basic	32%
Below Basic	27%

Fall 2016 Avg Lexile Systems44 Program
(13, 4 th graders)
381

Baseline Data:

Math Inventory (MI) Fall 2016 Grade Level Averages	
K	9
1 st	106
2 nd	226
3 rd	302
4 th	447
5 th	615

Baseline Data:

Summer Bridge Students Average Foundational Reading Assessment (FRA) Spring 2016 Score	
Invited & attended	Invited Did NOT attend
23	9

Results Data:

Reading Inventory (RI) Spring 2017 School-Wide Proficiency	
Advanced	
Proficient	
Basic	
Below Basic	

Systems44 Results Spring 2017 Avg Lexile

Results Data:

Math Inventory (MI) Spring 2017 Grade Level Averages	
K	
1 st	
2 nd	
3 rd	
4 th	
5 th	

Baseline Data:

Summer Bridge Students Average Foundational Reading Assessment (FRA) Spring 2017 Score	
Invited & attended	Invited Did NOT attend

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)**

N/A

N/A

N/A

N/A

N/A

N/A

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

~Provide eligible students with Advanced Content Classes in 4th grade (Math and Reading/E/LA)

~Implementation of Advanced Content Classes in 5th grade (Math and Reading/E/LA)

~Results of district-wide screener

Baseline Data:

AC Students MI Quartile Data (4 th grade)
Fall 2016 Avg
651

AC Students RI Lexile Data (4 th grade)
Fall 2016 Avg
943

AC Students RI Lexile Data (5 th grade)
Fall 2016 Avg
1026

AC Students MI Quartile Data (5 th grade)
Fall 2016 Avg
919

~Results of 2017 Milestones Assessment

Baseline Data:

AC Students 2016 Milestones (4 th grade)
Math Avg. Achievement Level
3.9 (max 4)

AC Students 2016 Milestones (4 th grade)
E/LA Avg. Achievement Level
3.8 (max 4)

Gifted Department; AC trained staff; Academic Coach Administration

Continued support from district leaders;

Results Data:

AC Students MI Quartile Data (4 th grade)
Spring 2017 Avg

AC Students RI Lexile Data (4 th grade)
Spring 2017 Avg

AC Students MI Quartile Data (5 th grade)
Spring 2017 Avg

AC Students RI Lexile Data (5 th grade)
Spring 2017 Avg

Results Data:

AC Students 2017 Milestones (4 th grade)
Math Avg. Achievement Level

AC Students 2017 Milestones (4 th grade)
E/LA Avg. Achievement Level

		*This will be the first year for us to implement AC Math and E/LA in 5 th grade.				
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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>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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>				
	<p>~Partners in Education Program</p> <p>~Wellness Committee</p> <p>~School Council</p> <p>~Conference Week Survey</p>	<p>~Results of local surveys and required surveys</p> <p>Baseline Data:</p> <table border="1" data-bbox="978 846 1150 1005"> <tr> <td>2015 Conference Week Survey Satisfaction Rate</td> </tr> <tr> <td>98.2%</td> </tr> </table> <p>~Dates of Wellness Committee meetings</p> <p>~Dates of School Council meetings</p>	2015 Conference Week Survey Satisfaction Rate	98.2%	<p>All Stakeholders</p>	<p>Locally created surveys</p>	<p>Results Data:</p> <table border="1" data-bbox="1623 836 1795 995"> <tr> <td>2016 Conference Week Survey Satisfaction Rate</td> </tr> <tr> <td></td> </tr> </table>	2016 Conference Week Survey Satisfaction Rate		
2015 Conference Week Survey Satisfaction Rate										
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2016 Conference Week Survey Satisfaction Rate										

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<p>~Collaborate with PTA, Foundation, and School Council to plan and implement opportunities for parental involvement</p> <p>~Plan Parent Curriculum Night where parents can learn strategies to help their student, academically</p> <p>~Provide parents and students with online learning tutorials (videos) demonstrating specific learning strategies</p>	<p>~Date(s) of Parent Curriculum Night</p> <p>~Using an website counter, reflect number of "hits" the online resource site receives through May 2016</p>	All Staff; PTA, Foundation Board members; School Council; all stakeholders	Staff participation in Parent Curriculum Night		
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A

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. (IE²)	<p>~Attend district Job Fairs</p> <p>~Include current staff on interview panels when able, using panel interviews</p>	~All upcoming SY open positions filled by June 1, 2017	District Leaders; Teacher Leaders; Administration	Job Fair and Allotments		

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)	<p>~Provide teachers (and students) with an Academic Coach to support instruction, engagement, and professional learning</p> <p>~Provide monthly opportunities for teachers to access support from our TT/IS (Technology Teaching/Integration Specialist): <i>both required and optional</i></p> <p>~Provide professional learning that aligns with local school and district goals</p> <p>~Provide new staff members with mentors</p>	<p>~Dates of optional and required instructional technology trainings</p> <p>~Dates of local staff development trainings</p> <p>~Survey results of new staff members (<i>indicating their experience and feelings of support</i>)</p>	New staff; Teacher Leaders; Mentors; Academic Coach; Administration	Title II; Staff Development funds and Cell tower funds for substitute teachers		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	N/A
Use results of TKES and LKES to improve professional performance (IE²)	<p>~Share school-wide results (performance levels) during mid-year conferences</p> <p>~Share school-wide results (performance levels) during end of the year conferences</p>	~Dates of conferences	Administration	N/A		
Other: (Specific to school, division, or area. Can be more than one.)	~Implement a New Teacher Support Program (less than 2 years in the profession)	<p>~Dates of Support Sessions</p> <p>~Survey results of new staff members (<i>indicating their experience and feelings of support</i>)</p>	Administration; Novice Teachers (less than 2 years); Academic Coach	PL Funds (Title II and Cell Tower)		

Elementary School Key Trends: Cheatham Hill

Trend	Cheatham Hill			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	86.5%	80.8%		84.6%	74.0%	
On-track for Graduation	99.0%	99.4%	99.5%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	24.9%	25.2%	25.8%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	84.5%	89.6%	83.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	58.1%	57.9%	57.9%	56.6%	57.5%	56.8%
CCRPI Score	85.8	74.3		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.