

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)	<ul style="list-style-type: none"> • Implementing Workshop model in all classrooms • Math fact fluency • Increasing independent reading level and stamina 	TKES, Admin walks, IOWA, MI, DRA, RI, Common Rubrics (Units of Study), ongoing classroom formative assessments	Admin, Classroom teachers, and support staff (EIP, EL,SPED)	Professional Learning Funds Additional Local Funds		
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"> -Collaboratively Construct writing rubrics and student checklists through Lucy Calkins -Collaborative scoring of sample DRAs to ensure consistency -Collaborate and create Common Math Assessments by grade level 	K-5 Units of Study Rubrics, formative assessments MI, RI, DRA, math computation Consistency in DRA scoring by grade level/and school	Classroom teachers and support staff (EIP, EL,SPED)	Lucy Calkins Units Of Study K-5 Common Assessment development: Planning /collaboration time		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>-“Equipped” Post-planning 2016 Local Professional Learning Conference</p> <ul style="list-style-type: none"> -Differentiated PLU after school and during planning times -Wednesdays are PLC’s during common planning -Thursdays during school are Professional Learning meetings -Grade level team collaboration during planning every Thursday -Spotlight on Fantastic Frey Teachers once a month <p>Tuesday after school Professional Learning meetings: Focus will rotate weekly.</p> <ol style="list-style-type: none"> 1. Building Leadership Team 2. Faculty meeting/ Large group PL 3. Grade level Content mtgs: Departmentalized grade levels: teachers will meet by the content they teach K-2 will focus on ELA and Social Studies 4. Vertical Content meetings: Departmentalized grade levels: teachers will meet vertically by content (3-5) K-2 will focus on Math and Science 	<p>DRA, RI, MI common math assessments and writing prompts to assess the effectiveness of PL on student achievement . Our final data will come from the IOWA, Ga Milestones and SLO results which will show growth in the area of Lexile Levels, Writing achievement, Reading achievement, and Math achievement</p>	<p>Admin</p>	<p>School focused and Title II funds</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement Guided Reading and workshop model with fidelity grades K-5</p> <ul style="list-style-type: none"> • Our school goal is to have all students reading on or above grade level. • Our School goal for Lexile achievement is 90%. <p>We will continue use of RI in addition to DRAs. We will increase the number of nonfiction texts in the building. Additionally, students will be served after school hours by reading tutors utilizing 20 day funds.</p>	<p>RI</p> <p>Progress monitoring DRA</p> <p>Movement among ability groups</p>	<p>Classroom teachers and support staff (EIP, EL,SPED)</p>	<p>Lucy Calkins Units Of Study K-5</p> <p>Along with...</p> <p>Additional leveled book sets (fiction and nonfiction) for guided reading Utilizing Leveled bookroom as resource</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>In addition to our schoolwide focus on Math computation, We have been restructuring the math framework to best utilize the workshop model and guided math practice in order to align with the district plan for balanced math instruction. Target focus will be on algebra standards, logic, reasoning Differentiation through guided math Effectively utilize Talent development</p>	<p>Common Assessments by grade level MI First in Math, and Xtra Math for fact fluency IOWA, Ga Milestones and SLO results will show our specific growth in Math achievement</p>	<p>Classroom teachers and support staff (EIP, EL,SPED)</p>	<p>Pulling resources and organization of Math manipulatives Professional Learning on guided math and Number Talks for staff who have not received this training</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>RTI Specialized instruction</p>	<p>Promotion and retention</p>	<p>Classroom teachers and support staff (EIP, EL,SPED)</p>	<p>N/A</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>FLAMES of Frey AIM HIGH School-wide Character Plan (enhanced by the implementation of an adaptation of the RCA House System) Also our unique practice of Red Ribbon/Career Week Planned by Counseling Dept “Look What YOU can Be When You AIM HIGH and Are Drug Free” Involves numerous, parents, businesses, organizations, and dignitaries</p>	<p>Behavior Referral Data Survey Data Anecdotal School Morale</p>	<p>Entire School Counselors And Admin</p>	<p>Class Dojo App Supportive Community Meaningful Partnerships</p>		

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

<p><i>District Focus Priorities</i> 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>Focus Priority Status: 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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>FLAMES of Frey AIM HIGH Schoolwide Character Plan</p> <p>(enhanced by the implementation of an adaptation of the RCA House System)</p>	<p>Behavior Referral Data</p> <p>Survey Data</p> <p>Anecdotal School Morale</p>	<p>Entire School</p>	<p>Class Dojo App</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"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<ol style="list-style-type: none"> 20 day tutoring/RTI/Guided Reading/Reduced class model/Progress monitoring, RI 20 day tutoring/RTI/Guided Math/online math practice, departmentalization for intermediate, Math Rotations, STEM teacher, Math Night for parents 	<p>DRA, RI, MI common math assessments and writing prompts</p> <p>Final data will come from the IOWA, Ga Milestones and SLO results</p> <p>This information will be communicated to parents via progress reports, report cards, conferences</p>	<p>Admin. Teachers</p>	<p>20 days funds</p> <p>Certified tutors</p> <p>Programs to help struggling readers and math students</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>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>FLAMES of Frey AIM HIGH Schoolwide Character Plan (enhanced by the implementation of an adaptation of the RCA House System)</p>	<p>Behavior Referral Data Survey Data Anecdotal School Morale</p>	<p>Entire School</p>	<p>Class Dojo App</p>		

Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Priorities 2016-2019</i></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>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>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Foundation/PTSA Board Meetings</p> <p>Fathers Being Involved (FBI)</p> <p>Updated Volunteer Practices</p> <p>“Frey-Day On A Saturday” community workday</p> <p>Career Week w/business partners</p>	<p>Survey Results</p> <p>Anecdotal data</p>				

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Unique practice of Red Ribbon/Career Week Planned by Counseling Dept “Look What YOU can Be When You AIM HIGH and Are Drug Free”</p> <p>Involves numerous, parents, businesses, organizations</p>		<p>Counselors And Admin</p>			
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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 Job Fairs</p> <p>Consult Panels for interviews where appropriate</p> <p>Recently Added 8 new to Frey staff members in both General and Special education.</p> <p>Through regular meetings and local mentors, we offer support.</p> <p>We also highlight and celebrate effective teaching through our staff spotlight sessions.</p> <p>We also require teachers to observe two other staff members outside of their class and provide feedback based on observations.</p>	<p>TKES</p> <p>Survey results</p>	<p>Administration</p>	<p>Sub money</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>	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Handled through professional learning plan in addition to... Coordinated with Special Ed Emily Ruben and the SEE-KS certification school-wide plan for engagement “Equipped” : Local Learning Conference Staff Spotlights Para Institute Providing an overall climate where teachers want to work and feel appreciated	TKES	Admin	School Focused funds Mentor teacher training Sub Money		
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)	Hold individual summative conferences and areas of concern to discuss opportunities for growth and acknowledge strengths	TKES LKES	Admin	N/A		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Frey

Trend	Frey			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	86.6%	89.4%		84.6%	74.0%	
On-track for Graduation	96.0%	96.6%	93.8%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	15.1%	17.5%	16.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.1%	91.0%	85.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	69.9%	68.3%	63.6%	56.6%	57.5%	56.8%
CCRPI Score	89.2	80.8		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.