

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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due August 8, 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><u>Focus Priority</u> <u>Status:</u> 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. (S) (AdvED)</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>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Implement 6 step Data Team Cycles in Math and Reading</p> <p>2. Utilize intermediate goal setting (pink) sheets in reading to conference with students regarding Fountas and Pinnell independent level growth & math facts tracking sheets for math.</p>	<p>1.Touchstones in Math and Reading for 1st – 5th Benchmark Assessments for Rdg in K</p> <p>2.Box of Facts Tracking Sheets iStation Reading data decision worksheets</p>	<p>1. Grade level teachers, Academic Coaches, Literacy Leaders, Admin</p> <p>2. Grade level teachers, individual students</p>	<p>1. Collaboration Time, Data Teaming Worksheets, CTLS data</p> <p>2. Goal Setting worksheets, time to conference with students</p>		

<p>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)</p>	<p>1. Administer Touchstone assessments for Math and Reading in 1st – 5th Grades; Benchmark Assessment for K.</p> <p>2. Refine common assessments in reading and math adding the required Touchstone questions (2nd, 3rd, and 4th 9 Wks).</p> <p>3. Score constructed responses in ELA and Math with Grade Level groups.</p>	<p>1. County Touchstones for 1st thru 5th; Benchmark Assessment in K</p> <p>2. Grade level common assessments combined with Touchstones for Math and Reading</p> <p>3. ELA and Math Rubrics from the State/County</p>	<p>1. TTIS, Grade Level Teachers, Literacy and Math Coaches, Admin. Team</p> <p>2. Grade Level Teachers and Literacy/Math Coaches</p> <p>3. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p>	<p>1. Touchstone & Benchmark Assessments</p> <p>2. Common Assessments</p> <p>3. Constructed Response questions and rubrics</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Develop a clear sense of our collective purpose by refining the foundational components essential to operating a Professional Learning Community.</p> <p>2. Differentiate the learning goals per grade/subject to master to achieve full implementation of the reading and math workshop models.</p> <p>3. Plan engaging lessons focusing on best practices; the teachers will learn the “How” versus the “What.”</p>	<p>1. Team Minutes; Defour’s PLC Rubric</p> <p>2. Needs assessment from Reading and Writing Workshop Rubrics</p> <p>3. Team Minutes, formative assessments from the TKES process</p>	<p>1. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p> <p>2. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p> <p>3. Grade Level Teachers, Literacy and Math Coaches, Admin Team</p>	<p>1. Using Learning by Doing by Richard Defour, et al.</p> <p>2. N/A</p> <p>3. N/A</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Monitor student growth on a monthly basis based on pink conferencing sheets</p> <p>2. Implement shared reading to develop vocabulary exposure with grade level texts.</p> <p>3. Integrate Word Work in Guided Reading via Jan Richardson's PL material.</p>	<p>1. iStation data SRI, running records, Touchstones</p> <p>2. Lesson Plans, Observations and Walkthroughs</p> <p>3. Lesson Plans, PL Agendas, Observations and Walkthroughs</p>	<p>1. Grade level/Subject area teachers, coaches, Literacy Leaders, EIP</p> <p>2. Grade level teachers</p> <p>3. Grade Level Teachers</p>	<p>1. iStation (Oct.) access to computers or ipads</p> <p>2. N/A</p> <p>3. Jan Richardson's Word Work Book</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. Provide weekly recognition for gains made in fact fluency.</p> <p>2. Implement the Math Workshop Model in each math lesson.</p> <p>3. Utilize CLOSE strategy to solve word problems in 4th and 5th grade on a weekly basis.</p>	<p>1. Measurements on Mathletics and in class assessments</p> <p>2. Walkthroughs, Lesson Plans, Team Minutes, Observations</p> <p>3. Lesson Plans, Observations</p>	<p>1. Math teachers, coaches, EIP, Admin</p> <p>2. Grade Level Teachers</p> <p>3. Math Coach and Math Teachers, Admin</p>	<p>1. Mathletics Subscription</p> <p>2. PL in Math Workshop Model</p> <p>3. Problem Solving cards w/close strategy for 4th and 5th grade</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Restructure the Tier 2 process in order for teachers to take ownership of struggling students.</p> <p>2. Implement CTLS and the Formative Flexible Assessment System to fully analyze student data and determine next steps.</p> <p>3. Provide parent support through clear communication of the RTI process.</p>	<p>1. RTI Minutes/Mtgs, RTI data</p> <p>2. Mtg Agendas, Walkthroughs, Observations, Data Decision Sheets</p> <p>3. Percentage of Parents attending Tier 3 Mtgs & Percentage of Parents attending October Conferences.</p>	<p>1. Grade Level Teachers, Counselor, Admin Team</p> <p>2. Grade Level Teachers, Literacy Leaders, TTIS, Coaches, Admin Team</p> <p>3. Grade Level Teachers, Counselors, Admin Team</p>	<p>1. Time</p> <p>2. Training from TTIS, Time</p> <p>3. RTI Agenda, Parent Handout for RTI</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><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 August 8, 2016)</p>					
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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>1. Implement the Dual Language Immersion Program in two Kindergarten classrooms.</p> <p>2. Utilize the Advanced Content model in two 4th Grade Classrooms.</p>	<p>1. GKIDS, Parent & Teacher Feedback, Feedback from Dr. Barfield</p> <p>2. EOG, Parent, Teacher, Feedback from District Coach</p>	<p>1. DLI Teachers & Paras, Dr. Barfield</p> <p>2. AC Teachers, District Coach</p>	<p>N/A</p> <p>N/A</p>		

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
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.Utilize Literacy Leaders at each grade level to push into classrooms and provide support for “bubble students” as well as assist with RTI. 2.Use Mathletics at home and school; provide school wide recognition individually and among classrooms for using the program. 3.Implement Box of Facts or Number Talks daily from 1 st through 4 th Grade. 4. Increase parent communication for struggling students; clearly define homework at each grade level 5. Ensure higher DOK activities for 5 th grade mathematics.	1.Reading data decision sheets, RTI data 2. Student Tracking Sheets in CARE Folders. 3. Mathletics Data Report 4. Conference Logs, RTI Mtgss, Advanced Ed Survey 5. Lesson Plans, Observations,	1.Grade Level Teachers, Admin, Literacy Leaders 2. Grade level Teachers, Admin, Math Coach 3. Grade Level Teachers 4. Grade Level Teachers, Counselors, Admin Team 5. Math Coach, Grade Level Teachers	1.iStation data, running records 2.Mathletics Subscription 3.Box of Facts and Number Talks PL 4. N/A 5. N/A		
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	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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 August 8, 2016)</p>					
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1.Implement Parent Surveys for Title 1, AdvancED, School Climate</p> <p>2.Administer Title 1 Evaluations after academic and input sessions.</p> <p>3.Collaborate with SW Cobb schools to provide larger stakeholder feedback (Area School Council Mtgs).</p>	<p>1.Individual Surveys</p> <p>2.Title 1 Evaluation</p> <p>3.South Cobb School Council Mintues</p>	<p>1.Admin Team, Teachers</p> <p>2.Parent Facilitator and Liaison, Admin Team</p> <p>3.Admin Team</p>	<p>N/A</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>1.Inform parents on the importance of attendance and being on time by utilizing TIP panels and parent conferences to discuss attendance.</p> <p>2.Recognize students and teachers for attendance accomplishments.</p>	<p>1.Attendance Report on ONTrack</p> <p>2.Attendance Report on OnTrack & ASEOP</p>	<p>1.&2. Tiffany Jones, SLI, Karen Scarver, Counselor, and Brenda Millsaps (Social Worker)</p>	<p>1. & 2. Recognition awards for students and teachers.</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>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 August 8, 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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>1.Create and implement local school rubric & interview questions. Ensure Team Leaders participate in interview panel for certified positions. SpEd teachers on interview panels for paraprofessionals.</p> <p>2. Participate in KSU/CCSD Professional Development School Collaborative</p>	<p>1.Retention rate on CCRPI when available</p> <p>2.Minutes of Collaboration</p>	<p>1.Admin Team</p> <p>2.Site Coordinator and Admin</p>	<p>1.Rubric for interviews</p> <p>2.N/A</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>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>1.Provide OWL Collab time with coach and administration present to plan effective instruction based on data at least twice a month.</p> <p>2.Train teachers on CTLs & Flexible Formative Assessment System to monitor student progress.</p>	<p>1.Team Minutes, student grades turned in quarterly.</p> <p>2.Team Minutes, Data Decision Sheets</p>	<p>1.& 2. Grade Level Teachers, Coaches, Lit Leaders, Admin</p>	<p>1.N/A</p> <p>2. TTIS Instructor</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>	

Use results of TKES and LKES to improve professional performance (IE ²)	Provide release time for staff members to observe one another and provide peer coaching as needed.	Collaborative Planning Minutes, Schedules, Reflection of time spent together.	Admin, Coaches, Literacy Leaders, Grade Level Teachers	Collaborative Planning Time		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Hollydale

Trend	Hollydale			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	64.4%	63.4%		84.6%	74.0%	
On-track for Graduation	91.8%	88.9%	94.2%	90.7%	92.3%	92.7%
Career Ready	99.1%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	8.4%	5.6%	4.6%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	80.0%	87.5%	74.0%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	37.8%	35.2%	25.5%	56.6%	57.5%	56.8%
CCRPI Score	69.6	69.7		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.