

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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>)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	<ul style="list-style-type: none"> Continue to work toward full implementation of the CTLS system. Teachers and school leaders will continue to be supported by TTIS as a phase 2 participant. 	Staff and leader use of CTLS	All staff	Admin training by TTIS on use and monitoring of CTLS. Ongoing teacher support by TTIS.		IP
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<ul style="list-style-type: none"> Organize a data team process (k-5) meeting frequently to identify gaps in student progress Identify and document specific strategies with a formal monitoring plan in place 	TKES Walk-Throughs, Team Collaboration Minutes, Data Team Minutes, Data Notebooks, Differentiation in lesson plans, common assessment data	All Staff	Designated Collaboration time to develop strategies, lesson plans and common assessments		IP

<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>	<ul style="list-style-type: none"> • Designate collaboration time to develop common assessments and monitor FFA results. • Engage in collaborative scoring of On Demand assessments in writing, constructed and extended responses • Work closely with TTIS to ensure fidelity in the FFA and CTLS Phase 2 implementation 	<p>Team minutes and agenda, admin team taking active role in process</p>	<p>All Staff</p>	<p>Funds for collaboration time during school day</p>		<p>IP</p>
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> • Tie professional learning to our IE2 plan to include the area of literacy K-5 • Use rubrics developed in the IE2 plan to qualify students for EIP in the area of writing • Focus on collaborative scoring, data analysis and strategy development for PL 	<p>TKES Walk through data, student formative and summative assessments, surveys, staff attendance monitored</p>	<p>All Staff</p>	<p>Funds to allow for professional learning during the school day as well as observations of the Lucy Calkins workshop model in fully operational schools.</p>		<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • Implement guided reading in all K-5 classrooms • Utilize district-wide Reading Inventory assessment to identify and monitor students' strengths and weaknesses • Increase independent reading time/stamina in all classrooms • Encourage Reading Buddy/Peers/Mentors • Organize tutoring program for at-risk students • Develop and promote reading incentive program (PTA) 	<p>Lesson plans, data reports generated by reading inventory (SAM), Walk-throughs and observations Formative and Summative Assessments</p>	<p>All Staff</p>	<p>District-wide Reading Inventory Assessment</p> <p>Kell High Schools Tutors after school hours</p> <p>Reading incentive program (PTA)</p> <p>Counselors organization of buddy/peer mentors</p> <p>20 Day Funds</p>		<p>IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> Implement guided math in all K-5 classrooms Engage in collaborative scoring of extended and constructed responses Utilize the coaching model through TKES for high quality teaching and learning in order to develop the skills needed to successfully navigate rigorous math expectations Pilot Conceptua Math in 3rd Grade Homework Help Desk (before school) for 5th Grade in the area of Math 	<p>Formative and Summative Assessments, Lesson plans, TKES walk through data, Observations First in Math – 3rd Grade Data Results Conceptua Math data – 3rd Grade</p>	<p>All Staff</p>	<p>Time for collaboration PL in the area of data and collaborative scoring First in Math – 3rd grade</p>		<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> Prepare students for readiness for the next grade level in order to maintain our current level of 100%. 	<p>Retention/ Promotion Rate</p>	<p>All Staff</p>	<p>n/a</p>		<p>M</p>
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></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 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>	<ul style="list-style-type: none"> Utilize EIP rubrics for qualifying at-risk students in the area of writing (IE2). Provide additional support along with engaging and differentiated instruction to support young writers Pilot new writing rubrics developed with EIP department 	<p>Writing Rubrics, Collaborative Scoring of writing, Observations, Formative and Summative Assessments</p>	<p>All Staff</p>	<p>SLI leadership in rubric development with EIP department</p>		<p>IP</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"> Provide additional tutoring, mentors, and increased/sustained reading time during the school day for students not reading on grade level. Utilize specialized reading instruction for Special Education students including Read 180 and System 44. In addition, Focused Reading will be used to support instruction in SPED classrooms. Utilize daily Number Talks as well as Guided Math for all students in K-5 Provide tutoring in 3- 5 for additional math instruction. After School Math Club will be provided for SPED students. Focused Math will be used to support instruction in SPED classrooms. Provide career lessons K-5 	<p>District-wide Reading Inventory, formative and summative assessments, data teams, observations, local assessments</p> <p>Math formative and summative assessments, data teams, local assessments, observation data</p>	<p>All Staff</p>	<p>District-wide Reading Inventory and Math Inventory</p> <p>20 Day Funds</p> <p>Release time for collaboration</p> <p>PL in the area of data analysis, collaborative scoring, and writing</p>		<p>IP</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>						

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

District Focus Priorities 2016-2019 Focus Priorities: (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)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	<ul style="list-style-type: none"> Share SSP with Building Leadership Team, Staff, PTA, School Council, and Foundation Encourage and evaluate input/feedback to determine action plan School representation at local job fairs 	Survey Data	Leadership Team All Stakeholders	None		IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none"> Sustain strong relationships with PTA, Foundation, Partners in Education and School Council to foster parent and community involvement. 	Survey Data	All Staff & Keheley Community	None		IP
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)
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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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	<ul style="list-style-type: none"> Strengthen interview process seeking input (when possible) from teacher leaders Identify (along with teacher leaders) a list of qualifications and questions for highly effective teachers to guide the interview process. 	Teacher Effectiveness, Assessments, Surveys, TKES data	Administration and School Leaders			IP
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 ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	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)	<ul style="list-style-type: none"> Ongoing professional learning and support Academic Division Newsletter interpreted by AP and information shared with appropriate staff 	Classroom Observations, Walk-throughs, Data Teams, Collaboration minutes	Administration All Staff	Collaboration Time for PL		IP
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> • Ensure inter-rater reliability through joint observations (new admin team) • Share responsibility of all walkthroughs among evaluators • Inter-rater Reliability training will be provided for SLI and SSA. • Support the continuous growth of teachers with ongoing collaboration among evaluators to improve the quality of classroom instruction 	<p>Bi-weekly Admin meetings Ongoing review of TKES/LKES data and teacher feedback</p>	<p>Evaluators TKES Staff</p>	<p>None</p>		<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Keheley

Trend	Keheley			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	95.9%	81.7%		84.6%	74.0%	
On-track for Graduation	98.7%	97.7%	96.6%	90.7%	92.3%	92.7%
Career Ready	97.3%	96.6%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	23.4%	23.8%	25.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	89.7%	91.8%	86.1%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	89.4%	78.8%	78.0%	56.6%	57.5%	56.8%
CCRPI Score	90.3	82.6		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.