2016-2017 Cobb County School District Strategic Plan

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

| District Foo | cus Areas and Priorities 2016-2019 | 2016-17 Align | ned Actions and Meas | surements (Due | e June 30, 2017 | 7) | <u>Focus</u> <u>Priority</u> Status: |
|---|---|---|---|--|----------------------|---|---|
| Focus Area: | <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: (Formative and/or Summative) | Owner(s): | Resources Needed: | Results Of Key Actions: (Due June 15, 2017) | NM = Not Met IP = In Progress M = Met |
| Vary learning experiences to increase | 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 |
| success in college and career pathways. | 2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD) | Utilize the data team process in all grade levels to identify areas of strength/weakness in math and reading and to plan differentiated instruction Implement CTLS and use the formative assessments to guide instruction in math and reading Implement Student Portfolios to document progress in math and reading Implement additional small group reading and math instruction for the lowest performing students K – 5 | Pre/Post assessment data (Data profile spreadsheets) Weekly PLC/Data Team Collaboration notes Milestones TKES CLTS assessment data Lesson Plans Student grades/report cards RI and MI Student Goal-setting sheets Student Notebooks (work samples) RI and MI DRA scores/DRA monitoring scores GLOSS Data Profile spreadsheets Milestones | MES Teachers Academic Coaches TTIS MES Administrators Students | None | | |

| 3. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting | Implement CTLS for math and reading | CTLS flexible/formative assessment data Weekly PLC/Data Team Collaboration notes | MES teachers Academic Coaches TTIS | | |
|---|---|--|--|---|--|
| instruction to meet individual student learning needs. (S) | | Small Group lesson plans RI/MI and Milestoness | Administrators | | |
| | Implement flexible/informal and formal assessments in all content areas for instructional adjustments | Lesson Plans Grade Book/Report Cards Student Notebooks | | None | |
| | Meet weekly in grade level PLCs to collaboratively plan and adjust instruction based on student assessment results | Common Assessments Weekly PLC/Data Team Collaboration notes Data Profile Spreadsheets | | | |
| 4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD) | Design and implement professional learning to ensure school-wide initiatives are implemented with fidelity, common assessments are valid and reliable, and research-based instructional strategies are consistent and pervasive | SFPL Plans Wednesday Coaches' sessions Weekly PLC/Data Team Collaboration notes | MES TeachersAcademic CoachesAdministrators | SFSD Budget Title I Plan/Budget | |
| | Implement a new teacher class and mentoring program to support beginning teachers, including support for second year teachers | New Jaguars Training Camp Agendas Mentor/Mentee Observation notes | | | |
| | Meet quarterly as grade level teams to collaboratively plan integrated units for the upcoming quarter | Grade Level Unit Plans | | | |

| 5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores) | Implement <u>additional</u> small group reading instruction focusing on vocabulary strategies and skills for the lowest performing students K-5 through (FOCUS 20) | RI DRA, Developmental Reading Assessment Student Portfolios (goal/growth charts) Grade Book/Report Cards | MES Teachers Academic Coaches Tutors Innovation (STEAM) Coach | 20 Day Plan/Budget Title I Plan/Budget | |
|---|--|---|---|--|--|
| | Use mentor/exemplar texts and magazines at grade level and higher Lexile levels during reading instruction Ensure a balanced literacy workshop model is being implemented consistently across building (guided reading, shared reading, independent reading) Implement daily focus time for vocabulary acquisition | Grade Book/Report Cards RI, DRAs Lesson Plans RI DRAs Running Records CTLS Assessment data TKES Milestones RI RI RI RI RI RES | | | |
| | | DRAs CTLS assessment data | | | |

| 6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores) | Ensure Math Workshop model is implemented with fidelity, to include 90 minutes of instructional time (mini-lesson, Number Talks, work-time, guided math groups, and problem-solving) | MI GLOSS Grade Book/Report Cards Milestones CTLS assessment data Common Assessments Pre/Post (Student Profile Spreadsheets) Qtrly Problem Solving Assessment Data TKES | MES Teachers Academic Coaches STEAM Math Lab Teacher Tutors | 20 Day Plan/Budget Title I Plan/Budget | |
|---|---|--|---|--|--|
| | Implement <u>additional</u> small group math instruction focusing on vocabulary strategies and skills for the lowest performing students K- 5 through | MI Common Assessments (Pre/Post) Milestones | | | |
| | Utilize a STEAM Math Lab teacher to enrich and extend math instruction | Problem-solving rubric Common Assessments (Pre/Post) MI | | | |
| | Use online programs to develop math fluency | Usage reports for Flocabulary | | | |
| | Implement daily focus time for grade level math vocabulary acquisition | MI GLOSS Grade Book/Report Cards Milestones | | | |
| 7. Increase number of students | Provide tutoring for students below grade level in reading | • RI • MI | MES TeachersTutors | 20 Day Plan/budget | |
| academically completing every grade. (S) | and math | • DRAs | • Counselors | , | |
| | Continue RTI process and additional year conferences/notifications | RTI Data | | | |
| 8. Other: STEAM Integration | Incorporate STEAM Protocols/Project-based | Lesson Plans Wookly PLC/Data Team | MES Teachers Academic | STEM Donation | |
| (Priorities specific to school, division, or area. Can be multiple.) | learning throughout the curriculum | Weekly PLC/Data Team Collaboration notes TKES | Coaches STEAM Math Lab Teacher | Donation | |
| | Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist (i.e. maker's space & green room) | Weekly PLC/Data Team Collaboration Notes Unit Plans Milestones | STEAM Science Lab Teacher Innovation Specialist | | |

| 8. Other: Dual Immersion (Priorities specific to school, division, or area. Can be multiple.) | Implement a Dual Language Immersion program beginning in Kindergarten | Lesson Plans Collaborative Planning notes GKIDS | DLI Teachers Academic Coaches | District Resources | | |
|---|---|---|---------------------------------------|------------------------|--|--|
|---|---|---|---------------------------------------|------------------------|--|--|

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

| District Foo | us Areas and Priorities 2016-2019 | 2016-17 Aligned A | ctions and Meas | urements (Due | e June 30, 20 | 17) | Focus Priority Status: NM = Not |
|--|--|---|--|---|----------------------|---|---------------------------------------|
| Focus Area: | Focus Priorities: (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: (Formative and/or Summative) | Owner(s): | Resources Needed: | Results Of Key Actions: (Due June 15, 2017) | Met IP = In Progress M = Met |
| Differentiate resources for students based on needs. | Identify local school innovations through system flexibility to increase student achievement. (IE ²) | Incorporate STEAM activities/Project-based learning/performance tasks Utilize an Innovation Specialist to support teachers and students in STEAM integration (technology, coding, computer science, career pathways) | TKES Lesson Plans Milestones Collaborative Team Planning Notes CCRPI | MES Teachers STEAM Math Lab Teacher STEAM Science Lab Teacher Innovation Specialist | STEAM Donations | | |
| | Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²) | 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) | Implement new Reading Adoption Curriculum in grades K-2 Increase Read 180 and System 44 usage/# of students served Provide tutoring for students below grade level in reading and math Use the Counselors, Academic Coaches, and Specialists to provide small group instruction to students not meeting expected grade level targets in math and reading Collect and analyze RTI and Special Education support to determine level | Phonics & Skills Assessments GKIDS Report Cards Grade level data spreadsheets Lexile levels DRA RI RI and MI DRA Milestones RI and MI Math Pre/Post CTLS assessment data RTI Data | MES Teachers Tutors Academic Coaches Counselors | • 20 Day Plan/Budget | | |
|---|---|---|---|-------------------------|-----|--|
| | of readiness and appropriate learning environment | Collection and IEP goals and objectives | | | | |
| Identify and provide resources to increase opportunities for advanced, on-level, and | | | | | | |
| remedial students to earn initial credit, | | | | | | |
| embedded credit, dual credit, recovered | N/A | N/A | N/A | N/A | N/A | |
| credit, distance learning, and certifications in areas of student interest. (AD) | | | | | | |

| Other: Social Emotional Learning (Priorities specific to school, division, or area. Can be multiple.) | Implement Social Emotional Learning program, Responsive Schools Continue Morning Meetings Continue School-Wide Behavior System Character Ed Recognition | Discipline Data Lesson Plans Discipline Data Discipline Data Jaguar of Month Wall/Website Discipline Data Student Survey | SES Vertical PLC MES TeacherS School Counselors MES Admin | Cell Tower Funds District Resources | |
|---|--|--|---|---|--|
| Other: Dual Immersion Classrooms (Priorities specific to school, division, or area. Can be multiple.) | Implement a Dual Language Immersion program beginning in Kindergarten | Lesson Plans Collaborative Planning notes GKIDS | DLI Teachers | • District Resources | |

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

| | ocus Areas and Priorities 2016-2019 | | 2016-17 Aligned Actions and Measurements (Due June 30, 2017) Key Actions: Measured by: Owner(s): Resources Results of | | | | | |
|--|--|---|--|---------------------------------------|--|----------------------------------|---|--|
| Focus Area: | Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD) | (List as many actions as needed in each box.) | (Formative and/or Summative) | Owner(s): | Resources Needed: | Key Actions: (Due June 15, 2017) | Not Met IP = In Progress M = Met | |
| Develop stakeholder involvement to promote student success. | Seek and evaluate stakeholder input for critical processes. (AdvED) | Increase parent participation on AdvancED surveys by advertising in a variety of methods; analyze results Increase number of parents involved in PTA; promote PTA events that provide monthly opportunities for families to learn and play together Increase number of parents on School Council | AdvancED Survey PTA Board minutes PTA Events Meeting Minutes | Parents MES Teachers Students | Reminders to increase participation through call-outs, memos, email blasts | | | |
| | Other: (Priorities specific to school, division, or area. Can be multiple.) | | | | | | | |

Long Range Board Goal 4: Recruit, hire, support and retain employees for the highest level of excellence.

| District Foo Focus Area: | Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD) | 2016-17 Aligned A Key Actions: (List as many actions as needed in each box.) | (List as many actions as needed (Formative Needed: Actions: | | | | | |
|-----------------------------|---|--|---|--------|------------------------------------|-------|---------|--|
| Recruit, hire | Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²) | Attend local job fairs Continue with interview protocols (admin, panel) Assist current teachers obtain additional certification and to attend district/state/national Professional Learning | TKES standards & rubric TKES | ◆Admin | Support from HR and TalentEd | 2017) | M = Met | |
| | 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 and retain | Support local school teachers and leaders to improve retention rate. (IE²) (S) | N/A | N/A | N/A | N/A | N/A | | |

| employees for highest levels of excellence. | Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD) | Hold weekly professional learning to address standards, research-based Best Practices, and school initiatives Conduct educational book studies on a variety of topics Establish a new teacher class to support novice teachers and follow up sessions for 2nd year teachers Incorporate quarterly collaborative planning days with support personnel Highlight best practices at monthly staff meetings Provide opportunities for teachers to attend professional learning outside of the district | Meeting Agendas and minutes Vertical Team Agendas and minutes Mentor meetings TKES Lesson Plans Unit Plans TKES Staff meeting Agendas TKES | Admin MES Teachers Academic Coaches | | | |
|--|--|--|---|---|-----|-----|--|
| | 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) | Observe lessons and provide feedback Conduct conferences | Walk-throughs Observations | Admin MES Teachers Academic Coaches | | | |
| | Other: (Specific to school, division, or area. Can be more than one.) | | | | | | |

Key Trend Data

| Indicator | Indicator 2012 2013 2014 2015 Elem | 2012 | 2014 | 2015 | 2014 District Mean | | | |
|---|------------------------------------|-------|--------|------|--------------------|-----|-------|--|
| indicator | | Elem. | Middle | High | | | | |
| 4-Year Graduation Rate (Data Source: CCRPI) | N/A | N/A | N/A | N/A | N/A | N/A | 78.2% | |
| 5-Year Graduation Rate (D.S: CCRPI) | N/A | N/A | N/A | N/A | N/A | N/A | 78.8% | |

| Lexile Levels 5 th grade (D.S.: CCRPI) | 65.4 | 61.2 | 62.2 | 56.2 | 75% | N/A | N/A |
|---|------|------|------|------|-------|-------|-------|
| Lexile Levels 8 th grade (D.S.: CCRPI) | N/A | N/A | N/A | N/A | N/A | 85.8% | N/A |
| Lexile Levels 11 th grade (D.S: CCRPI) | N/A | N/A | N/A | N/A | N/A | N/A | 56.4% |
| On-Track for Graduation | N/A | N/A | 75.5 | 92.1 | 90% | 88% | 78% |
| Career Ready | N/A | 100 | 100 | 100 | 93.6% | 99.2% | 55% |
| Advanced Academics | N/A | 9.5 | 5.2 | 5.2 | 15% | 40% | 50% |
| Stakeholder Satisfaction (Annual AdvancED Survey) | 96.6 | 93.8 | 4.31 | 4.37 | 89% | 76% | 73% |
| CCRPI Score | 86.2 | 62.4 | 68.4 | 54 | 75.7 | 80 | 77.7 |
| Iowa Reading Grade 3 | 55.4 | 58.6 | 42.6 | 35.2 | 56.6% | N/A | N/A |
| Iowa Reading Grade 7 | N/A | N/A | N/A | N/A | N/A | 54.6% | N/A |

Elementary School Level Calculation Guide

| Indicator | Description | Numerator | Denominator | Details and Data Sources |
|--|--|---|---|---|
| Lexile Levels Elementary Schools | Percent of students in grades 3, 4, 5 achieving a Lexile measure greater than or equal to the following on the EOG: Grade 3: 650, Grade 4: 750, Grade 5: 850 | Students scoring a Lexile measure ≥ 650 (3rd) ≥ 750 (4th) ≥ 850 (5th) | Students with a valid Lexile score on the EOG | Data for this element is extracted from the EOG data file and include students with valid scores. |

| On-Track for Graduation | Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language) | Unduplicated count of 5th grade students passing courses in four core content areas (ELA, Math, Science, Social Studies, and World Language) | Enrollment in grade 5 | Data extracted from Synergy Gradebook | |
|--|--|---|---|---|--|
| Career Ready | Percent of students completing a Career Portfolio in grade 5 | Number of students completing a Career Portfolio in grade 5 | Enrollment in grade 5 | Local School | |
| Advanced Academics | Percent of students enrolled in Gifted Resource (Target) classes for ELA, Reading, Math, Science and Social Studies | Unduplicated count of students in grades 1-5 enrolled in Target | Total Enrollment of grades 1-5 | State recommended target is 4% | |
| Stakeholder Satisfaction (AdvancED Survey) | Aggregate of all positive responses to all items included on the AdvancEd surveys (parents, students, staff) | Number of positive ("Strongly Agree" and "Agree") responses on the AdvancEd surveys | Total number of responses excluding "No Answer" or "No Basis to Judge" | School Improvement Survey Report, Page 2 - Provided by the Office of Accountability | |
| Iowa Reading Grade 3 | Percentage of students in grade 3, scoring on-grade level in reading | Number of 3 rd grade students scoring on-grading in reading | Number of 3 rd grade students with a valid test score in reading | Riverside Data Manager | |
| CCRPI | State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements | NA | NA | Georgia DOE | |

Elementary School Key Trends: Mableton

| | | Mableton | | | Cobb | | |
|--------------------------|--------|----------|--------|-------|-------|-------|--|
| Trend | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 | |
| Lexile Levels 5th Grade | 94.6% | 54.1% | | 84.6% | 74.0% | | |
| On-track for Graduation | 75.5% | 92.1% | 98.7% | 90.7% | 92.3% | 92.7% | |
| Career Ready | 100.0% | 100.0% | 100.0% | 93.6% | 96.9% | 98.0% | |
| Advanced Academics | 6.1% | 5.2% | 6.0% | 15.8% | 16.9% | 17.1% | |
| Stakeholder Satisfaction | 76.0% | 87.7% | 82.4% | 82.9% | 86.9% | 81.4% | |
| Iowa Reading 3rd Grade | 42.6% | 35.2% | 35.6% | 56.6% | 57.5% | 56.8% | |
| CCRPI Score | 68.4 | 54.0 | | 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 accrediation 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.