

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;"><u><i>Focus Priorities:</i></u> <i>(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 (<u>Due September 1, 2016</u>)</p>						<p style="text-align: center;"><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (<u>Due June 30, 2017</u>)</p>		
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A		N/A

<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Implement CTLS Formative Assessment and use data to guide instruction</p> <p>Provide ESL support to non-English speaking students through Leveled Literacy Instruction</p> <p>Provide academic support to identified students in grades (1-5) during the school year through FLP and SIG funding</p>	<p>CTLS data analysis</p> <p>CTLS data analysis, EIP checklists, formative data</p> <p>ACCESS/ WAPT Assessment</p> <p>Progress monitoring as outlined in FLP/SIG plans</p>	<p>Milford Staff and Students</p>	<p>CTLS training and monitoring</p> <p>Using Leveled literacy Intervention reading program</p> <p>School Improvement Grant/Title 1</p> <p>Flexible Learning Plan/Title 1</p>		
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<p><i>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)</i></p>	<p>Collect student data to monitor reading and math progress quarterly</p> <p>Create, implement, and revise Grade level common assessments in ELA, Math and Science</p> <p>Continue to collaboratively score student writing across grade levels</p>	<p>DRA, running records, GLOSS, IKAN, problem solving rubrics, RI/MI</p> <p>CTLS data</p> <p>Lucy Calkins units of Study rubric</p>	<p>Milford Staff and Students</p>	<p>Training for new teachers and refreshers as needed for veteran teachers</p> <p>CTLS Formative Assessment Training</p> <p>Units of study kits and rubrics</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Design professional development that is intentional and purposeful for reaching individualized goals and school-wide initiatives. Specific topics will be determined through weekly collaboration and data analysis</p> <p>Provide biweekly grade level collaboration</p> <p>Implementation of research based instructional strategies</p> <p>Continuation of Co-teaching support for general education and special education teachers</p>	<p>Common formative assessments through CTLS</p> <p>Agenda sign-in sheets</p> <p>Lesson plans/walk-throughs</p> <p>Conference/ Meeting notes from SSA</p>	<p>Milford Staff and Students</p>	<p>Access to Cobb teaching and Learning websites to access professional development videos.</p> <p>SSA support</p> <p>Academic Coaches</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide EIP support</p> <p>Implement Daily 5/CAFÉ strategies</p> <p>Implement Leveled Literacy Instruction for ELL students</p> <p>Furnish Certified tutors in each grade level to provide support to those students not receiving services</p> <p>Continue RTI and SPED strategies for those below grade levels</p>	<p>DRA, formative assessments</p> <p>Walk-throughs/ Lesson Plans</p> <p>Running Records</p> <p>Student conferencing notes</p> <p>RTI portal</p>	<p>Milford Staff and Students</p>	<p>Resources purchased with cell tower request</p> <p>School Improvement Grant (Title I)</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>Require conceptual, practice, and application components of math instruction</p> <p>Use MI to assess student performance levels in order to guide instruction</p> <p>Implement Conceptua in intermediate grades starting with 3rd grade</p> <p>Provide FLP Tutoring Tuesday and Thursday</p>	<p>Number Talks</p> <p>GLOSS assessment</p> <p>IKAN assessment</p> <p>Math Inventory</p> <p>CTLs Quarterly</p> <p>Pre/Post Data collection</p>	<p>Milford Staff and Students</p>	<p>FLP title 1 Funding</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue Data Teams/Collaboration</p> <p>Continue bi-monthly RTI Intervention</p> <p>Continue Flexible Grouping</p> <p>Increase frequency of data analysis and adjustment of class room instruction</p>	<p>CCRPI</p> <p>CTLs Touchstone Quarterly</p> <p>DRA/GLOSS assessments – pre/post data</p>	<p>Milford Staff and Students</p>			

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase depth and rigor of instruction</p> <p>Continue to implement Talent Development</p>	<p>Quarterly growth</p> <p>Monitor number of students served</p>	<p>Milford Staff and Students</p>	<p>Gifted teacher</p>		
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Board Goal 2: Differentiate resources for students based on needs.

<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>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>	<p>Implementation of Count Me In Attendance program</p>	<p>Daily, 4 1/2 and 9 week recognition for improved attendance</p>	<p>Milford Staff, Students, Parents, and PIE</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 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)</p>	<p>Provide tutors using School Improvement Grant funding through Title I</p> <p>Offer after-school tutoring using FLP funding through Title I</p> <p>Support Special Education, ELL, and RTI intervention</p>	<p>DRA growth</p> <p>Touchstone Data</p> <p>GLOSS</p>	<p>Milford Staff and Students</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)	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.*

<i>District Focus Priorities 2016-2019</i>	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
Seek and evaluate stakeholder input for critical processes. (AdvED)	Use stakeholder survey input to increase involvement and student achievement Use Title I Parent survey input to increase involvement and student achievement Continue Involvement in monthly meetings with: PTA to determine instructional use for fundraising money School Council – continue involvement in Osborne Feeder Council	Survey results	CCSD	Survey results		

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Plaza de Comunitaria</p> <p>Promote PTA events that provide opportunities for families to enjoy time together</p> <p>NorthStar Psychological Services</p> <p>See Title Plan</p>	<p>Feedback from participants</p>	<p>Milford Staff, Students, Parents</p>	<p>Feedback from participants</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</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 September 1, 2016)</p>					
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Seek to hire or assist teachers in obtaining additional certification and/or advanced degrees</p>	<p>Six staff members currently obtaining advanced degrees</p> <p>Completion of program</p>	<p>Principal</p> <p>CCSD HR Dept.</p> <p>Certification Dept.</p>	<p>District support to communicate programs</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)	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	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Develop a collaboration/professional learning calendar that ensures a rigorous environment of differentiation and support personnel	Individual feedback Data analysis Classroom walk-throughs to observe differentiation strategies	Principal Asst. Principal Academic Coaches	District support through the Teaching and Learning Dept.		
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)	Identify and examine standards in which teachers are in need of improvement through the pre-conference and self-reflection with teachers; use student data to adjust goals at mid-year conference	TKES Data	Principal Asst. Principal SSA	District support through the evaluation dept.		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Milford

Trend	Milford			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	76.5%	49.3%		84.6%	74.0%	
On-track for Graduation	93.4%	92.3%	85.1%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	4.3%	2.7%	10.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	84.7%	86.1%	77.3%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	35.9%	34.4%	46.7%	56.6%	57.5%	56.8%
CCRPI Score	62.7	59.8		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.