

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 IE², 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) | Administer RI, MI, and DRA and use data to inform instruction and to plan for remediation/acceleration. | RI MI DRA | Teachers | <ul style="list-style-type: none"> • RI • MI • DRA • Time | | |
| 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) | Utilize learning progressions as common formative assessments to determine reading groups | Learning progressions | Teachers | <ul style="list-style-type: none"> • SLI Support • Teacher planning • Vertical & horizontal PLC's | | |
| 4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD) | Implement Readers' Workshop framework school-wide. | TKES data Fidelity Checks Team Minutes | Teachers and Administrators | <ul style="list-style-type: none"> • SLI Support • Teacher Planning • Vertical & Horizontal PLC's • Trained Parent Volunteers | | |

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| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p> | <p>Implement Readers' Workshop framework school-wide. Implement Orton-Gillingham methodology K-2</p> | <p>TKES data RI DRA Running Records EOG Learning Progressions</p> | <p>Teachers and Administrators</p> | <ul style="list-style-type: none"> • Training • Coaching • Time | | |
| <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>Implement strategies learned in Gifted Endorsement Classes, Implement Number Talks, Exemplars, and increase opportunities for Higher Order Thinking Skills Implement Accelerated Content Math in 4th Grade</p> | <p>MI Student Progress Monitoring Grades EOG Iowa CogAT</p> | <p>Teachers and Administrators</p> | <ul style="list-style-type: none"> • Training • Collaboration • Time | | |
| <p>7. Increase number of students academically completing every grade. (S)</p> | <p>Strategic differentiation, EIP, RTI Process, ongoing training for special education teachers in best practices of specialized instruction Increased focus on data diaaggregation</p> | <p>RI MI DRA Report Cards Standardized tests RTI data EIP Data Data team logs/data sheets</p> | <p>Student Support and Grade Level Teams</p> | <ul style="list-style-type: none"> • Core Team • SSA | | |
| <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><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 (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p> | <p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p> |
| <p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p> | <p>Buccaneer Block Scheduling – changing our specials rotation to increase engagement and decrease time between classes.</p> | <p>SLO's and survey</p> | <p>All stakeholders</p> | <p>Shift in schedule</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> | |

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| <p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) | <ol style="list-style-type: none"> 1. 20 Day tutoring, EIP, differentiated instruction. Special Education focus on Specialized Instruction. Training in Orton-Gillingham Methodology for all K-1 teachers, Small Group IRR, MI, and EBD teachers. Continued professional learning in Reader's Workshop with focus on how to differentiate during small group instruction. 2. 20 Day tutoring, EIP, differentiated instruction. 3. 20 Day tutoring, EIP, differentiated instruction. | <p>Formative, Summative, & Diagnostic assessments</p> | <p>Grade level teams, Admin, SSA, SLI, EIP, Special Education</p> | <p>20 day tutoring funds Training funded by Foundation</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.*

| <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 <u>(Due September 1, 2016)</u></p> | | | | | <p>Results Of Key Actions: <u>(Due June 30, 2017)</u></p> <p><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</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>AdvancED Surveys Analyze stakeholder feedback and target areas for improvement.</p> <p>Staff: Implement common grading and reporting policies based on common formative and summative assessments. Revision of data team process, RTI process, and mandatory common assessments.</p> <p>Students: Increase rigor and relevance through implementation of Reader’s Workshop framework, Orton-Gillingham methodology, Gifted Endorsement strategies, and addition of STEM Lab.</p> <p>Parents: Increase rigor and relevance through implementation of Reader’s Workshop framework, Orton-Gillingham methodology, Gifted Endorsement strategies, and addition of STEM Lab.</p> | <p>Measured by:</p> <p>AdvancED Surveys</p> | <p>Owner(s):</p> <p>Stakeholders Administration</p> | <p>Resources Needed:</p> <p>AdvancED Surveys</p> | | |
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| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p> | <p>Continue strong family and community partnerships and growing programs through PTA and Foundation.</p> | <ul style="list-style-type: none"> • Membership Data • Participation in Events • Meeting Minutes | <p>All Stakeholders</p> | <p>Time</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> | | | | | <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>Implement consistent and rigorous screening and interview process.</p> | <p>TKES Evaluation System. Teacher Retention Rates</p> | <p>Admin</p> | <p>Job Fairs, Competitive Recruitment Procedures</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>Provide continuous job-embedded professional learning and coaching. Formal induction and mentoring process for new teachers to the school and/or grade level. Two hours monthly collaborative planning. Common planning.</p> | <p>Data Team and PLC Minutes/ Submissions. TKES Evaluation System. Student Growth Measures.</p> | <p>Admin SSA SLI Teacher Leaders Mentors Mentees</p> | <p>Time Trained Parent Volunteer Release Time</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> | |
| <p>Use results of TKES and LKES to improve professional performance (IE²)</p> | <p>Develop and implement PLP's as necessary. Ongoing feedback through walkthroughs and formative assessments.</p> | <p>TKES Data</p> | <p>Admin</p> | <p>Time TKES Platform HR Office</p> | | |

Other:
(Specific to school, division, or area.
Can be more than one.)

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Elementary School Key Trends: Mount Bethel

| Trend | Mount Bethel | | | Cobb | | |
|--------------------------|--------------|-------|--------|-------|-------|-------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Lexile Levels 5th Grade | 97.0% | 94.8% | | 84.6% | 74.0% | |
| On-track for Graduation | 96.6% | 94.9% | 96.8% | 90.7% | 92.3% | 92.7% |
| Career Ready | 94.2% | 98.9% | 100.0% | 93.6% | 96.9% | 98.0% |
| Advanced Academics | 23.4% | 35.6% | 41.3% | 15.8% | 16.9% | 17.1% |
| Stakeholder Satisfaction | 86.1% | 91.6% | 81.3% | 82.9% | 86.9% | 81.4% |
| Iowa Reading 3rd Grade | 90.1% | 88.5% | 92.4% | 56.6% | 57.5% | 56.8% |
| CCRPI Score | 94.9 | 94.2 | | 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.