

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 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
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 grade level math common assessments and DIBELS (K-2) Monitor data team process in reading and math Implement vertical teams to address instructional gaps in literacy and math Implement Academic Parent Teacher Teams APTT (WIGS-Wildly Impressive Goal Setting)- goal setting Implement Literacy Leadership Team (LLT)	Math common assessments & DIBELS RI & MI Istation Comprehension Strategy Assessment (Benchmark) Write Score Parent Evaluation	Teachers Admin Coaches	V-Port DIBELS manuals		

<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>Utilize common assessments, Istation, DIBELS, running records, and writing rubrics to plan for small group reading and math instruction</p> <p>Implement vertical teams to address academic gaps</p>	<p>Math common assessments Istation</p> <p>DIBELS progress monitoring</p> <p>Rubrics</p> <p>Write Score</p> <p>Comprehension Strategy Assessment (Benchmark)</p>	<p>Teachers Admin Coaches</p>	<p>SFPL Title I funds Istation Write Score (2nd,3rd, 4th, 5th)</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Plan professional learning opportunities based on needs of staff (Arts Integration, New Teacher Academy, collaborative/vertical planning, parapro training, technology, Book study, CCSD PL opportunities, and ESOL training).</p>	<p>TKES Coaching sessions Mentoring logs PLU's Digital Badges</p>	<p>Admin. Coaches</p>	<p>SFPL Title I funds</p>		
<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue Literacy Grant from the Governor's Office of Student Achievement (K-2)</p> <p>Continue RTI Tier 2 & Tier 3 interventions</p> <p>Continue K-2 and 3-5 data process</p> <p>Continue Istation</p> <p>Implement Read 180/System 44</p> <p>Continue Extended Day tutoring during school day</p> <p>Implement vertical teams to address phonics instruction</p> <p>Implement Academic Parent Teacher Teams/WIGS</p>	<p>DIBELS, RI</p> <p>RTI minutes, TKES</p> <p>Data team notes/logs</p> <p>Istation reports</p> <p>Read 180/System 44 reports; TKES</p> <p>EOG</p> <p>Team minutes</p> <p>Parent Evaluation</p>	<p>Teachers Admin Coaches</p>	<p>EIP teachers coaches Istation SFPL Title I funds Literacy Grant</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>	<p>Utilize our math lab to reinforce grade level math standards</p> <p>Continue Number Talks daily for 15 minutes and monitor implementation of instructional frameworks to support flexible, guided math groups</p> <p>Continue math data team process</p> <p>Utilize Fastt Math and Istation</p> <p>Implement vertical teams to address gaps in math standards</p> <p>Develop Academic Vocabulary</p> <p>Academic Parent Teacher Teams/WIGS</p>	<p>TKES</p> <p>TKES</p> <p>Data team notes/logs</p> <p>Istation and Fastt Math reports</p> <p>Team minutes</p> <p>TKES</p> <p>Parent Evaluation</p>	<p>Math lab teacher</p> <p>Teachers</p> <p>Admin</p> <p>Coaches</p>	<p>Coaches</p> <p>SFPL</p> <p>Title I funds</p> <p>Istation</p> <p>Fastt Math</p>		
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Monitor data team & RTI processes</p> <p>Implement READ 180/ System 44</p> <p>Monitor retention students</p>	<p>RTI data & minutes</p> <p>Program reports</p> <p>Report Card</p> <p>EOG</p>	<p>teachers</p> <p>admin.</p> <p>coaches</p> <p>counselors</p>	<p>Read</p> <p>180/System 44</p>		

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Secure ArtsNow for PD & continue collaborative planning with AI teachers</p> <p>PBIS</p> <p>Provide SS and Science direct instruction and integration of standards</p> <p>Implement Academic Parent Teacher Teams/WIGS</p> <p>Monitor student attendance:</p> <ul style="list-style-type: none"> • Provide monthly incentives for perfect attendance and EOY (Terrific Kids Program) • Pep Rally recognition • Display attendance outside classroom doors • Communicate attendance expectations to all stakeholders via website, callouts, principal's blog, & PTA meetings. • Pull attendance report Monthly 	<p>TKES</p> <p>TKES</p> <p>TKES</p> <p>Parent evaluation</p> <p>Attendance reports</p>	<p>teachers admin. coaches</p>	<p>cell tower funds Foundation PTA</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>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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Build Arts Integration capacity through AI lead teachers</p> <p>Implement Academic Parent Teacher Teams/WIGS</p>	<p>TKES, student work</p> <p>Parent evaluation</p>	<p>teachers</p> <p>admin.</p> <p>coaches</p>	<p>Foundation</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) 	<p>Continue Literacy Grant initiatives</p> <p>Utilize 20 Day funds (tutoring during school day)</p> <p>Utilize Istation, DIBELS, Scholastic News, and Write Score (3rd, 4th, 5th), Starfall, Reading A-Z, and Istation</p> <p>Implement Read 180/System 44</p> <p>Implement EIP models</p>	<p>TKES</p> <p>EOG</p> <p>TKES, EOG, program reports, & Write Score assessments</p> <p>Program reports</p> <p>TKES</p>	<p>Teachers</p> <p>State Literacy Coach</p> <p>Coaches</p> <p>Admin.</p>	<p>20 Day Funds</p> <p>DIBELS coaches</p> <p>Write Score, Storyworks, Istation, Starfall</p> <p>Title I funds</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>	

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (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)						<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
	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)		
Seek and evaluate stakeholder input for critical processes. (AdvED)	Implement Parent Academy based on a parent needs survey Communicate in 3 or more ways Academic Parent Teacher Teams/WIGS	- surveys School Climate Survey Title I Parent Input Meeting Parent evaluation	parent facilitator admin. coaches	Title I funds			
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Academic Parent Teacher Teams/WIGS See Title I Plan	Parent evaluation	teachers admin. coaches	Title I funds			

Other: (Priorities specific to school, division, or area. Can be multiple.)	Expand Foundation to support arts integration	Meeting agendas & minutes	Admin staff	N/A		
	Facilitate School Council meetings					
	Include students in PTA meetings (performances)					
	Expand Partners in Ed					

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)					
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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Attend the CCSD Job Fair Maintain our local school mentoring program to support new teachers and teachers new to Powder Springs Support new teachers through the New Teacher Academy	TKES Employee turnover	admin. Coaches teacher leaders (master teachers)	District support Title I funds		
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)	Provide professional learning opportunities to teachers, as well as collaborative planning Implement teacher mentoring program	TKES & surveys/ course evaluations	Admin. Coaches lead teachers (master teachers)	Title I funds SFPL 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)	Implement goal setting Work with teachers on an individual basis on areas/standards needing improvement	TKES & TKES self- assessment	Teachers admin. coaches	Title I funds SFPL		
Other: (Specific to school, division, or area. Can be more than one.)	N/A					

Elementary School Key Trends: Powder Springs

Trend	Powder Springs			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	79.2%	65.9%		84.6%	74.0%	
On-track for Graduation	94.6%	93.8%	98.1%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	99.4%	93.6%	96.9%	98.0%
Advanced Academics	7.7%	10.9%	8.7%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.5%	85.8%	78.7%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	43.7%	43.4%	36.5%	56.6%	57.5%	56.8%
CCRPI Score	74.4	66.4		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.

Fall Administration

Lexile Data as Measured by RI 2016-2017

Grade Level	Beginning of Year	Middle of Year	End of Year
Second	2% (2)		
	12% (12)		
	12% (12)		
	73% (72)		
Third	1% (2)		
	26% (35)		
	36% (49)		
	37% (50)		
Fourth	6% (8)		
	18% (23)		
	25% (32)		
	50% (64)		
Fifth	7% (10)		
	21% (29)		
	40% (57)		
	32% (45)		

Percentage of Students at Beginning of Year Benchmark Proficiency:

Grade Level Measure	At/Above	Below	Well Below
Kindergarten LNF, FSF	66%	17%	18%
First Grade LNF, PSF, NWF	53%	15%	32%
Second Grade NWF, DORF	67%	12%	21%

Math Inventory 2016-2017

Fall Administration

