

2016-17 Cobb County School District Strategic Plan

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements (Due September 1, 2016)					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
Vary learning experiences to increase success in college and career pathways.	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)	(1) Maintain and use 5 step Data Team Process for Reading, Math, and Writing.	Formative assessments in reading, math, and writing (weekly/mnthly)	Teachers, academic coaches & administrators			
		(2) Manage the RTI process to ensure high impact strategies are being utilized and documented	Data points recorded in RTI portal showing accelerated progress or moving through the Tier process (monthly)	Teachers, academic coaches, counselors, & administrators			
		(3) Launch student data notebooks with individual progress monitoring and goal setting	Monitoring of student progress and adjustment of goals (Monthly)	Students			

	<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>(1)Utilize common performance tasks in the 5 center/station areas in each classroom integrating core content subjects. Collaborate with grade level team to differentiate tasks for multiple levels of readers in each classroom.</p>	<p>Analysis of student work from each of the center/station areas. Collaborative scoring of performance tasks with locally developed rubrics.</p>	<p>Grade level teachers, academic coaches</p>			
	<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>(1)Coordinate professional learning opportunities that are differentiated to meet the needs of teachers</p>	<p>Attendance at optional professional development after school for new teachers, weekly focused professional development for all teachers on Tuesdays; Survey staff for specific needs. Analysis of student progress to determine focus for professional development</p>	<p>Teachers, academic coaches, administrators and District coaches</p>			

	<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>(1) Intensify instruction in reading for all students retained and placed in grade level without making adequate progress through locally developed 80/20 model designed for intense small group instruction for 80% of the school day. (2) All students reading below grade level will have small group reading instruction at least twice per day.</p>	<p>Monthly reading progress analysis at Data Team meetings; conferences with parents; student data notebooks Certified tutors for push in support during the school day</p>	<p>Teachers, Tutors, academic coaches, administrator, parents, and students</p>	<p>20 day funds to pay certified tutors</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>(1) Introduce and implement GLOSS math assessment to guide instruction and identify learning gaps</p>	<p>Scores on the GLOSS assessment; district Touchstone assessments</p>	<p>District assessment personnel, teachers, academic coaches, administrators</p>	<p>Title I funds for GLOSS assessment purchase</p>		
	<p>7. Increase number of students academically completing every grade. (S)</p>	<p>(1) Execute the 80/20 Instructional model with fidelity to ensure students working independently are producing high quality work to show mastery of standards in core content areas (2) Conduct two conferences each quarter with students not meeting grade level standards</p>	<p>Analysis of student work in Data Teams; on track graduation data Increased achievement as measured by DRA, GLOSS, Running Records, Comprehension checks, and student/teacher scored performance tasks</p>	<p>Teachers, academic coaches, administrators Teachers, students, parents, academic coaches, administrators</p>			

	8. Other: (Priorities specific to school, division, or area. Can be multiple.)						
--	--	--	--	--	--	--	--

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

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<u>Focus Priority Status:</u>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
	Identify local school innovations through system flexibility to increase student achievement. (IE2)	(1)Implement Innovative ESOL Delivery Model. (2)Transform student behaviors through schoolwide implementation of PBIS (Positive Behavior Intervention and Support)	ACCESS scores, Milestone data, and all local assessments	Riverside teachers, coaches, and administrators District Coaches	Instructors for local ESOL endorsement classes Funds for PBIS discipline portal SWIS		
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	

	<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) 	<p>(1)Accelerate learning through Digital interventions: Read 180, System 44, and I-Read; certified tutors to provide intense reading instruction intervention;</p> <p>(2)Use of GLOSS assessment in Math to identify learning gaps and plan for specific teaching plan for math.</p> <p>(3) Redesign support at each grade level with a social worker, counselor, and administrator for each grade level to provide support for families to help their children succeed.</p>	<p>(1) Increase in lexile levels, increase in performance on running records, growth in program shown on Scholastic growth reports</p> <p>(2) Increase in scores on math Touchstone assessments, increase in scores on GLOSS</p> <p>(3) Increase in number of families that we can assist RTI data in portal, decrease in discipline referrals, and increase percentage of student attendance</p>	<p>Classroom teachers, reading intervention support teacher, academic coaches, and certified tutors. Social workers, counselors, and administrators</p>	<p>Title I funds for additional digital interventions; 20 day funds to hire certified tutors; allotment conversion for support personnel; Read 180, System 44; I-Read; GLOSS assessment</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>						

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

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions: (Due June 15, 2016)	Status: NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	(1) Increase parent and student participation in the stakeholder surveys. (2) Maintain and build the School Council to positively impact the school	Increase in number of surveys completed Increase in number of face to face student led parent conferences Projects proposed and completed	School counselors and social workers Parents and teachers			

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>(1) Formalize specific plan to honor good attendance and to support students and staff struggling with attendance issues</p> <p>(2) Collaborate with Alive Ministries to hold monthly food distribution for 75 families in need</p>	<p>Decrease in number of student and staff absences</p> <p>Continually increase the number of families being served</p>	<p>Staff,</p> <p>Alive Ministries, staff, community</p>	<p>Donations from the community</p>		

Support and retain 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)	(1)Establish new teacher class R.A.F.T.S (Really Awesome First Year Teaching Staff) (2)Coordinate appropriate job embedded professional development to include weekly extended collaboration time for each team, academic coach modeling/mentoring, staff mentors and teachers observing each other teaching (3)Professional development based on teachers needs survey	New teacher satisfaction surveys and conferences Walkthrough and Formative Assessment Data Locally developed Monitoring for Student Achievement documents	Academic coaches, administrators, evaluators, teacher leaders			
	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)	(1)Initiate topics for professional development based on the results of TKES.	Self-assessment by teachers, ratings from the previous year compared to this year	Administrators, coaches			
	Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Riverside Intermediate

Trend	Riverside Intermediate			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	62.7%	40.2%		84.6%	74.0%	
On-track for Graduation	81.8%	85.2%	98.4%	90.7%	92.3%	92.7%
Career Ready	100.0%	98.5%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	6.9%	6.0%	5.7%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	77.9%	82.6%	78.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	25.3%	26.5%	20.5%	56.6%	57.5%	56.8%
CCRPI Score	55.6	51.3		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.