

School: _____

New 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;"><i>Focus Priorities: (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 guided math, collaborate with teammates & analyze data</p>	<p>Lesson plans/TKES</p>	<p>Classroom Teacher</p>	<p>Math Common Assessments</p>	<p>Guided math is the prevailing practice in most classrooms. SLO data supports an increase from pre to post in math acquisition. Readers Workshop will be the focus for 2016-2017. District personnel will provide monthly training to staff.</p>	<p>Implement guided math, collaborate with teammates & analyze data</p>
	<p>Implement readers' workshop, collaborate with teammates & analyze data</p>	<p>collaboration agendas and minutes</p>	<p>District personnel/Classroom Teacher</p>	<p>DRA 2, ELA Common Assessments</p>		<p>Implement readers' workshop, collaborate with teammates & analyze data</p>
	<p>Integrated STEM lessons that are with more than one STEM discipline and provided at least one time during each quarter.</p>	<p>State STEM rubric/TKES</p>	<p>Classroom Teacher/STEM coordinator</p>	<p>STEM funds from PTA/Foundation</p>	<p>Continued effort on STEM implementation. 2016-17 we will use STEM Integration Online Resources.</p>	<p>Integrated STEM lessons that are with more than one STEM discipline and provided at least one time during each quarter.</p>
	<p>Facilitate Data Teams</p>	<p>Individual classroom data sheets</p>	<p>Vertical data teams</p>		<p>Data teams were conducted with fidelity.</p>	<p>Facilitate Data Teams on a weekly basis.</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>	Collaboratively create common/formative math assessments.	Team collaboration agendas and minutes/TKES	Classroom Teachers	Money allocated for grade level collaboration	Common Assessments were created and used to document growth through the data team cycle.	M
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Participation in a yearlong STEM professional development on a monthly basis as well as during release time that is integrated into classroom instruction	Digital documentation of STEM lessons/TKES	STEM coordinator/SLI/STEM committee	PTA/Foundation	STEM collaboration conducted monthly	IP
<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	Administer SRI, assess students reading level monthly, give DRA twice a year Continue to have Students participate in Readers Workshop Continue RTI strategies	SRI scores Fountas and Pinnell reading levels Classroom data sheets	Classroom Teachers Counselor/grade level teachers	None	Georgia Milestone data for 2015-2016 was not available. Classroom data sheets track students' progress. Orton Gillingham training will be provided 1st and SPED.	IP
<i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</i>	Administer weekly or biweekly local math common assessments and analyze with grade level data team. Participation of daily guided math groups on their individual math levels.	Common Assessments Formative/Summative Walk-throughs and observations Classroom data sheets	Classroom Teachers Classroom Teachers	Money allocated for grade level collaboration /Release time	Common Assessments were used in conjunction with data teams. Individual data sheets show student growth on a monthly/quarterly basis.	M

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue implementing RTI process with fidelity. Flag students early.</p> <p>Teaching guided groups to ensure students receive instruction on their instructional level. (Teaching guided math and reading groups)</p> <p>Communicate frequently with parents about academic progress.</p>	<p>Classroom data sheets</p> <p>Formative/ Summative classroom Assessments</p> <p>Differentiated lesson plans</p>	<p>Classroom Teachers/ SLI Counselors/ SSA</p>	<p>Counselor/SSA</p> <p>Walkthrough</p>	<p>RTI was monitored with fidelity and students made adequate progress.</p> <p>Parent communication was increased about student progress.</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue STEM professional development and integration.</p>	<p>STEM PD will be measured through GA state STEM rubric and admin walk throughs looking for evidence of STEM integration.</p>	<p>STEM coordinator</p> <p>Administration /STEM coordinator/District Trainer/3rd-5th grade teachers</p>	<p>Money allocated for trainings from PTA/Foundation</p>	<p>STEM documentation on 0365 shows monthly STEM lessons and technology projects created by students.</p>	<p>M</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</p>					
<p>(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>

Identify local school innovations through system flexibility to increase student achievement. (IE²)	Participation of all teachers in quarterly STEM units supported through STEM Coordinator, STEM lab and Technology lab. Students will also produce one technology piece per nine weeks.	Teachers will upload proof of STEM units to 365 and admin will monitor.	Classroom Teachers Administration /STEM coordinator/District Trainer	Funds provided by SFSD and Foundation	STEM documentation on 0365 supports STEM units and technology projects.	M
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	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)	1. Implement weekly reading conferences with homeroom teacher, Daily guided reading groups. Use of 20 day funds for tutoring. 2. Continue daily guided math groups. Use of 20 day funds for tutoring. 3. Implementation of RTI strategies with fidelity	SRI/DRA Pre/Post assessments Classroom data sheets	Classroom Teacher Classroom Teacher Classroom Teacher/SSA	20 day funds	Students identified as needing additional support received differentiated support in the form of EIP reduced class, pull out, and additional tutoring.	IP
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.)	Complete 3 rd full year of STEM implementation towards state STEM certification		Administration /STEM coordinator/District Trainer		After meeting with Sally Creel, we will continue to implement and move towards Cobb Certification in 2016-2017	M

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

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	<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 evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Continue to increase family engagement through frequent, two-way electronic communication from the school, and frequent communication about student's progress from teachers.</p> <p>Utilize Teacher Blogs</p> <p>Distribute district wide parent surveys</p> <p>Continue School Council meetings quarterly.</p> <p>Continue PTA/ foundation monthly meetings</p>	<p>Attendance at events, survey results</p>	<p>Classroom Teachers/ Administration /Foundation and PTA presidents</p>	<p>Quick As a Fox</p>	<p>Communication was increased through dial outs, blogs, emails and stakeholder surveys.</p>	<p>M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Implement Parent Workshops to address critical parent needs that involve instructional aspects which meet student needs.</p>	<p>Attendance and feedback</p>	<p>Partner in Ed/School counsel member</p>	<p>Space for meeting</p>		<p>IP</p>

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Discussion of Standards on weekly basis at team meetings.</p> <p>Collaborate Quarterly, with a ½ day sessions to discuss standards, assessments, student progress and teaching techniques</p> <p>Collaboration on use of CTLS to analyze current data</p> <p>Implement professional development on Academically Challenging Environment.</p> <p>Continue Technology training</p>	<p>Walk-throughs</p> <p>Student data sheets</p> <p>SLI monthly training during team time/minutes</p> <p>Staff input</p>	<p>Administration /SLI/SSA</p> <p>Christopher Croom</p>		<p>Collab agenda and minutes support team discussions in the area of student growth.</p> <p>CTLS model school implementation. Monthly training will continue 2016-17</p>	<p>M</p> <p>IP</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>Utilize Walkthrough standards based on previous TKES data</p> <p>Align Professional development with TKES data</p>	<p>TKES evaluation report of teacher performance</p>	<p>Administration /SLI/SSA</p>		<p>TKES data supports appropriate standards were addressed.</p>	<p>M</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Shallowford Falls

Trend	Shallowford Falls			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	91.4%	89.4%		84.6%	74.0%	
On-track for Graduation	95.3%	99.2%	97.3%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.2%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	34.8%	31.5%	36.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	87.8%	88.8%	84.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	86.9%	82.1%	81.2%	56.6%	57.5%	56.8%
CCRPI Score	92.0	86.8		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.