

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 June 30, 2015)					<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> <i>(List as many actions as needed in each box.)</i>	<u>Measured by:</u> <i>(Formative and/or Summative)</i>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> <i>(Due June 15, 2016)</i>	NM = Not Met IP = In Progress M = Met
Vary learning experiences to increase success in college and career pathways.	<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	Utilize data from CTLS to fully implement the six step data team process.	Evidence of instructional adjustment and evidence of growth through student achievement including Data Team/PLC minutes, and TKES observations/walkthroughs.	PLCs and Administrators	Six step data templates and PLC meeting minutes	N/A	IP
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Generate and analyze assessment data regularly to ensure that teachers meet individual student learning needs and adjust instruction as needed.	Formative Classroom Assessments results located in CTLS.	PLCs and Administrators	Formative Assessments for Subject Areas	N/A	IP
	<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>	Implement collaboratively planned CTLS Touchstones in the classroom to accurately measure student progress and growth.	Formative Classroom Assessments and CTLS Touchstones	PLCs and Administrators	CTLS Touchstones for Subject Areas	N/A	IP

	<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide professional learning for all grades in the areas of differentiation and student engagement in writing, math, and reading. Specifically focusing on the use of guided reading and running records to monitor student reading progress.</p>	<p>Formative and Summative Assessments of the Professional Learning Program.</p>	<p>Teachers, PLCs and Administrators</p>	<p>Guided reading materials from the K-2 ELA adoption and Write Score for grades 3-5.</p>	<p>N/A</p>	<p>IP</p>
	<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Provide differentiated and leveled reading support for students who read below grade level DRA and/or Lexile score.</p> <p>Monitor individual student reading progress through running records, adjusting instructional strategies as needed in grades K-2.</p> <p>Implement after school tutoring program in reading for grades 3-5.</p> <p>Hire a certified tutor who provides remediated reading instruction to students in grades 3-5</p> <p>Implement READ 180 and Systems 44 lab.</p>	<p>DRA Assessments, EOG, SRI, ELA Touchstones, IOWA</p>	<p>EIP Teachers, Classroom Teachers, Special Education Teachers, Certified Tutors, Administrators , and the Accelerated Intervention Team</p>	<p>DRAs for each grade level, EOG, digital SRIs, 20-day and EIP Instructional Funds, CTLS Touchstones, Read 180 resources, Streamlined Assessments in the Benchmark Literacy adoption, Professional Learning funds</p>	<p>N/A</p>	<p>IP</p>

	<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Incorporate the use of Number Talk strategies in all grade levels to provide students with essential computing skills.</p> <p>Provide Talent Development/Enrichment for grades 3-5 through the use of Hands of Equations.</p> <p>Provide EIP support to all students performing below grade level in mathematics.</p> <p>Provide after school tutoring in Math in grades 3-5 and provide morning computer lab for students to work on math computation skills.</p>	<p>Ongoing Formative classroom assessments, Common grade level Quarterly Assessments, CTLS Touchstones, IOWA, SMI, EOG</p>	<p>Classroom Teachers, EIP Teachers, Special Educational Teachers, ALP Teachers, Administrators , Certified Tutors, and the Accelerated Intervention Team</p>	<p>Number Talk resources, Hands of Equation Kits, Common Formative Assessments, Digital SMI, 20-day and EIP Funds, and CTLS Touchstones</p>	<p>N/A</p>	<p>IP</p>
	<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Ensure that students have needed support and interventions in place through special education, EIP, RTI process, and Tutoring. Implementation of EOG Readiness Plan and the six step data team process to monitor student progress and identify students needing additional support/extensions.</p>	<p>Formative and Summative Assessments</p>	<p>School Counselors, EIP Teachers, Classroom Teachers, Certified Tutors, and Administrators</p>	<p>RTI strategies, EIP, and EOG Readiness Materials</p>	<p>N/A</p>	<p>IP</p>
	<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements (Due June 30, 2015)					<i><u>Focus Priority Status:</u></i> NM = Not Met IP = In Progress M = Met
<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)	
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Support student learning through the STEM lab, EIP/lower class size, PALS (parent assisted learning), Read 180/Systems 44 Lab, PBIS	SRI, SMI, EOG, Touchstones	Teachers, school administration, PBIS team	District support through IE ² waiver, PBIS training	N/A	IP
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	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)	Differentiate instruction based on reading Lexile level. Utilize Number Talks strategies, differentiated instruction, after school tutoring, and math lab support. Develop Career Portfolios	1. SRI, EOG Milestones, and READ 180/System 44 resources 2. Common Grade level Quarterly Math Assessment, SMI, EOG, CTLS Touchstones 3. Successful completion of career portfolios	Teachers, Counselors, Certified Tutors, and Administrators	Career portfolio materials, 20-day Funds, and Number Talks textbooks	N/A	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	N/A
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements (Due June 30, 2015)					<i><u>Focus Priority</u></i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<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)	<u>Status:</u> NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	Utilize and monitor results from AdvancED parent and staff surveys. Specifically, we will monitor the following items from the Teaching and Assessment: <i>All of my child's teachers meet his/her learning needs by individualizing instruction (parent survey- 81.9% positive)</i> and <i>All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students (staff survey- 75.2% positive)</i>	TKES walkthroughs and observations, AdvancED survey, GA parent and staff surveys,	Administrators & Classroom	Professional Learning focused on differentiated instruction	N/A	IP
	Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Work collaboratively with the PTSA, Foundation and School Council to offer family events throughout the school year Plan and implement curriculum family and community nights sponsored by the Vaughan staff such as Math night, & STEM night.	AdvancED GA survey, GA parent survey	Administrator, Classroom Teachers, and School-wide Committees	N/A	N/A	IP

	Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Long Range Board Goal 4: ***Recruit, hire, support and retain employees for the highest level of excellence.***

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<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
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Review applicants' previous TKES evaluations Carefully and thoroughly check references Ask applicants detailed questions related to all TKES standards	TKES	Administrators	N/A	N/A	IP
	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	N/A
Support and retain employees for highest levels of excellence.	Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	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)	Implement professional learning that provides teachers with best practices for creating formative assessments and analyzing student progress data.	TKES Walkthroughs, Formative and Summative observation data, lesson/unit plans	Professional Learning Committee, Administrators, and Teachers	District provided CTLS support, Professional Learning Funds	N/A	IP
	Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	N/A

	Use results of TKES and LKES to improve professional performance (IE ²)	Observe and communicate feedback to staff members to ensure they meet the requirements embedded in the TKES and LKES standards.	TKES and LKES performance scores	Teachers and Administrators	TLE online platform	N/A	IP
	Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Vaughan

Trend	Vaughan			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	88.4%	87.3%		84.6%	74.0%	
On-track for Graduation	99.2%	98.7%	99.1%	90.7%	92.3%	92.7%
Career Ready	99.2%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	27.7%	26.3%	26.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	83.6%	90.8%	83.1%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	84.4%	75.0%	75.2%	56.6%	57.5%	56.8%
CCRPI Score	91.0	85.9		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.