

Strategic Initiative Summary

Name of Strategic Initiative: ANNUAL STUDENT SUCCESS CONFERENCE

Identified Need (Consolidated Application)

In FY 2021, the Comprehensive Needs Assessment for CCSD indicated room for improvement in offering a supportive learning environment for all students. Specifically, the need to offer a positive learning environment was identified.

Overview:

Research supports that students learn and achieve best in a positive learning environment. Beginning in 2019, the district began to host a one-day conference for district administrators. The conference offers a variety of sessions with a focus on social emotional learning and support for all students. The sessions are facilitated by the members of Teaching and Learning Support and Specialized Services and state and national experts.

Time Frame:

2019 - current

Academic:

The academic impact of schools that have an overall positive school culture is students who are more engaged and available for learning. When schools take intentional steps to support the emotional well-being of students and to create a positive learning environment, students become more engaged in learning opportunities.

Targeted Outcome:

By offering an annual conference, with a focus on supporting the well-being of all students, local school administrators are better equipped to lead and support a positive culture in each school and at every level. Having a positive and responsive culture in all schools supports students feeling connected, empowered, and motivated to engage in their learning.

Funding Source:

Local funds

Office Responsible:

Department of Positive School Culture

School Leadership Division

Strategic Initiative Summary
Leadership Development

Overview: To make Cobb the best place to teach, lead and learn, our leadership development program is based on developing leaders in CCSD. Within our leadership development program, we offer four pathways.

- Preparing teachers for assistant principals
 - Aspiring Leader Academy
- Preparing assistant principals for principals
 - Aspiring Principal Academy
 - Leadership Coaching
- Preparing new administrators for leadership
 - New Principal Academy
 - New Assistant Principal Academy
- Preparing principals for positions beyond the principalship
 - Guiding Coalition
 - Principal Mentoring Program

Time Frame: Our leadership development program is ongoing throughout the school year.

Targeted Outcome: Targeted outcome is to develop leadership skills by providing support and training.

Funding Source: Professional development funds.

Office Responsible: Leadership Division

Strategic Initiative Summary

Name of Strategic Initiative: Support Staff Collaboration

Identified Need (Consolidated Application)

For many students, the school day begins at the bus stop and continues to intersect with many adults throughout the day – many of whom may not be classroom teachers or trained educators. Support staff, such as bus drivers and monitors, food service, and district public safety personnel, play an essential role in helping to create conditions that support student success. Consequently, the District has sought out opportunities to provide professional development and training to these groups, so all district personnel, who interact with students, have the training and resources they need to meet the evolving and diverse needs of our student population.

Overview :

Beginning in 2019, the Department of Teaching and Learning – Support and Specialized Learning began partnering with the Transportation Department to provide targeted professional learning and training to bus drivers and monitors in how to identify and meet student needs that might be identified while traveling to and from school. In December of 2020, a similar opportunity and partnership was expanded to the Public Safety Department to support them serving students and schools daily.

Academic:

Research shows that students who are engaged in school and report being connected to at least one adult in the school environment report greater school satisfaction, less absenteeism and student discipline infractions – leading to higher levels of student achievement and success.

Targeted Outcome:

Reduced discipline referrals and the number of referrals resulting in in-school and out-of-school suspensions by equipping support staff with training and resources to identify and respond to

Funding Source:

No additional funding – reallocation of time and resources of existing personnel

Office Responsible:

Teaching and Learning Support and Specialized Services

Strategic Initiative Summary

Name of Strategic Initiative: SECOND STEP GRANT AND RESOURCES:

Identified Need (Consolidated Application)

In FY 2021, as well as previous years, the Comprehensive Needs Assessment for CCSD identified offering a supportive learning environment for all students as a targeted area for growth and improvement. Specifically, the need to offer a positive learning environment was indicated.

Overview:

Research shows that students learn and achieve best in a positive and responsive learning environment. Second Step provides resources for school staff to guide students in the development of skills in relationship building, emotional regulation, problem-solving and teamwork. The State of Georgia Division of Family and Children Services has awarded a grant to CCSD three consecutive years to support continued effective implementation of the Second Step Program.

Time Frame:

2019 – current

Academic:

The academic impact of schools that have an overall positive school culture is increased student engagement, agency, and improved daily attendance. Positive school culture results in fewer discipline referrals which fosters more time in the classroom engaged in learning. By implementing consistent school wide support and expectations, all students benefit from the resulting positive and responsive school culture and environment.

Targeted Outcome:

A positive and responsive learning environment in all schools will ultimately result in students feeling connected, empowered, and motivated to engage in learning. When students are fully engaged in learning attendance and achievement also improve.

Funding Source:

General and Title IV Funding

Office Responsible:

Department of Positive School Culture

Strategic Initiative Summary

Name of Strategic Initiative: SUPPORT AND SERVICES ADMINISTRATORS

Identified Need (Consolidated Application)

In the 2013-2016 Comprehensive LEA Improvement Plan, CCSD noted achievement gaps, gaps in the drop out and graduation rate for students with disabilities. In addition, the Georgia Department of Education Parent Satisfaction Survey for Services in Special Education there were areas for improvement. As a result of the data and a request by a member of the board of education the district partnered with SRG Technology to conduct a program review of special education in the Cobb County School district.

Overview:

The 2013-2016 Comprehensive LEA Improvement Plan for CCSD showed data from 2006 through 2012 for various achievement steps for students with disabilities. While in some areas of IDEA compliance and Ga DOE Timelines the district made incremental progress, the student achievement data was still lagging.

CCSD partnered with SRG Technology to conduct the program review. The review consisted of a desk review of documents, classroom observations, interviews with stakeholders and comparison data with similar districts. Many of the program review findings were directly tied to consistency of practices in schools across the district. The review noted lack of consistency in IEP development and implementation as well as services provided to students. The lack of a clear message and vision was recognized by those on the program review team.

The decision was made to reorganize the support provided to the local schools from the department of special education. The intent was to align the support of special education experts more closely with the local school. The reorganization took the current cluster support model to the creation of the Support and Services Administrator. Each Support and Service Administrator (SSA) supports two schools. All SSAs receive training and support from the district leaders in special education. This has resulted in a higher degree of consistent of practice and communication.

Time Frame:

2015 implemented

Academic:

The intended academic impact was to narrow the achievement gaps between students served in general education and those served in special education.

Targeted Outcome:

The intended outcome is overall consistency of practice in special education compliance, implementation and services.

Funding Source:

General Funds and IDEA Funds

Office Responsible:

Department of Special Education

Strategic Initiative Summary

Name of Strategic Initiative: Imagine Learning

Identified Need (Consolidated Application): In FY 2021, the Comprehensive Needs Assessment for CCSD indicated room for improvement in providing instruction that meets the needs of all learners. This includes increasing literacy and language for all English Learner students.

Overview: English Learner students (ELs) in grades K-12 in CCSD use Imagine Language and Literacy, as a supplemental language and literacy program. Imagine Learning is a theory of action that promotes rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and more confident learners. Language acquisition enables our students to have a deeper comprehension engagement and enjoyment of learning. The program is research based and aligns with educational standards to address skills students need to become proficient in language development and literacy.

Licenses are assigned upon request from district ESOL teachers to students that have demonstrated the greatest need for supplemental support in their language and literacy development. While Imagine Learning was developed to be used primarily with students in grades K-6, CCSD has extended licenses to all ELs in grades K-12 due to the success of using Imagine Learning with lower level English proficient students regardless of grade level. The program is an adaptive, interactive program that teaches language and literacy at the student's level and allows them to practice what they have learned. When the student starts the program, they are given a Benchmark Assessment which identifies their current skill level and place them on their own personalized learning path with support in their home language. The program used the gradual release model as the student becomes more proficient in the English language.

For SY 2020-2021:

- 65 schools used Imagine Language and Literacy
- 2298 students used the program
- Average usage for student in grades K-12 was 12.1 hours
- Schools with the highest population of English Learners had the highest number of licenses
- All grade levels show growth with the 9th grade students having the greatest growth, followed by the 11th grade, 8th grade, and Kindergarten.
- The district average growth from beginning-of-the-year to end-of-the-year was 158 points.

Time Frame: 2020 – current

Academic: The academic impact for students using Imagine Language and Literacy is to promote rigorous and equitable development of language to enable them comprehension of all subject area content.

Targeted Outcome: The goal for students using Imagine Language and Literacy is to provide language and literacy development in order to accelerate learning across all subjects, transforming students into stronger and more confident learners and English speakers.

Funding Source: Title III funds

Strategic Initiative Summary

Office Responsible: ESOL Department

Strategic Initiative Summary

Name of Strategic Initiative: 360 Math Classrooms

Overview:

The 360 Math Classroom initiative was implemented to create an environment for learning that promotes mathematical understanding, collaboration, engagement, and increased formative assessment and feedback. The Department of Mathematics provides the following support for local schools:

- 360 Math Classroom professional learning for administrators and teachers
- Resource support for implementation
- Observation of implementation and coaching

Time Frame:

2016 – current

Academic:

The academic impact of the 360 Math Classrooms provides teachers access to visually see unfinished learning of students to determine supports that are needed. The visual aspect of the 360 Math Classroom supports continuous formative assessment to determine differentiation needed for students to access or enrich the content to be learned. Informal collection of data by teachers implementing has revealed a jump in scores of summative assessment measures.

Targeted Outcome:

The 360 Math Classroom was promoted to provide teachers the opportunity to visually view all students mathematical thinking processes, simultaneously, to determine student understanding and instructional needs. The instant formative assessment and immediate feedback promotes quicker student understanding and more efficient means in addressing misconceptions. Additionally, the increased student collaboration fosters greater student efficacy and a positive growth mindset towards mathematics.

Funding Source:

Local Funds

Title II

Office Responsible:

Instruction and Innovative Practice

Strategic Initiative Summary

Name of Strategic Initiative: Academic intervention

Overview:

Academic intervention is a way for students to receive supplemental instruction in order to narrow the educational gap with their peers who are performing at higher levels. The Cobb County School District utilizes the Read180, System 44, Dreambox Learning, Headsprout, and GradPoint as digital intervention tools to supplement the core instructional program.

Time Frame:

See below for implementation/expansion date for each digital program.

- Read 180- 2015 to present
- System 44- 2015 to present
- Dreambox Learning (math)- 2020 to present
- Headsprout- 2018 to present
- GradPoint- 2014 to present

Academic:

- Read180 is a blended learning intervention program that builds comprehension, academic vocabulary and writing skills for striving students in grades 4-12. READ 180 Universal is comprised of a flexible rotation model designed to address students who are two years or more below grade level. The blended model consists of whole-group learning, small-group learning, independent reading, and the digital student application.
- System 44 is a foundational reading program designed for the most challenged striving readers in grades 3-12. The System 44 Model for Blended Learning combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers.
- DreamBox is a K-8 digital math program designed to complement math curriculum whether in the classroom or at home. The rigorous and interactive lessons adapt to each student providing the ultimate personalized learning experience. All lessons are available in English and in written and spoken Spanish.
- Headsprout by Learning A-Z is an adaptive digital literacy intervention that builds foundational reading skills, fluency, and comprehension appropriate for students in grades K-5. Headsprout provides lessons on phonemic awareness, phonics, and word building that includes nonsense words to aid in the retention of letter sound correspondence. This digital intervention is utilized in a workshop model with rotations for whole group, small group, independent work. Teachers can pull student reports to plan for specific skill deficit intervention, progress monitor, provide student feedback and parent information.

Strategic Initiative Summary

- [GradPoint](#) is an online learning solution used for high school courses primarily to address credit recovery, grade repair and course extension needs. Access is available to all high schools, including Cobb Horizon and Haven. Schools utilize GradPoint in a variety of pathways. Courses are offered sequentially for initial credit at Cobb Horizon and Haven. CCSD's credit recovery program uses GradPoint on the prescriptive pathway for students who are recovering credits necessary for graduation. Course extension and grade repair are offered on the flex pathway to provide in-time support and to ensure that students retain necessary credits for graduation.

Targeted Outcome:

The aforementioned academic interventions are intended to supplement instruction in order to accommodate the individual learning needs of students and support on-time graduation.

Funding Source:

General Fund

Office Responsible:

Office of Assessment & Personalized Learning

Strategic Initiative Summary

Name of Strategic Initiative: Arts Integration

Identified Need:

Instruction that meets the needs of all students.

The Cobb County School District recognizes the need for diverse learning approaches that support the unique, artistic, and developmental needs of the whole child. K-12 Arts Integration professional development provides general education teachers with an increased skill set and strategies for more depth of knowledge with their students. This promotes opportunities to meet the needs of all students and supports programs while at the same time incorporating a more wholistic and engaging approach to teaching and learning.

Overview:

Research shows that students learn and achieve best in a positive learning environment. Fine Arts provides additional opportunities for students to showcase their knowledge and understanding of not only Fine Arts standards but other core academic standards. Providing multiple opportunities for teachers to increase their knowledge of Arts Integration strategies is an innovative way to approach teaching the whole child to best meet their unique and diverse needs.

Time Frame:

Through the Fine Arts department, formal arts integration professional development has been in practice since 2016. The concept and training have expanded over the past three years through grants and expansion of Arts Integration Innovation Academies.

Academic:

The academic impact of schools that have active and engaging Fine Arts and Arts Integration programming results in students who are more engaged and more often present for learning. Fine Arts opportunities, including arts integration, give students additional outlets to showcase their knowledge and understanding of content. Students are allowed more comprehensive and expressive outlets for their learning in the general education setting.

Targeted Outcome:

The main objectives of Fine Arts and Arts Integration programming in CCSD are to increase student engagement and increase the depth of understanding of all standards covered in any given lesson. This should also allow them more understanding and, in turn, more applicable knowledge, when covering additional concepts. These skills will increase students' abilities to interact with their peers and apply their knowledge and skills in meaningful and authentic ways.

Funding Source:

Title IV

Local Funds

Office Responsible:

Department of Fine Arts

Strategic Initiative Summary

Name of Strategic Initiative: K-12 Balanced Documents and Instructional Frameworks

Overview:

The foundational elements and expectations for Academics in Cobb County are built on clearly articulated teaching and learning standards, high quality instructional resources, effective and engaging instructional strategies. Each of these components is captured within the K-12 Balanced Documents and Instructional Frameworks. The instructional frameworks are reviewed annually by a committee of district leaders and teachers for any necessary adjustments.

Time Frame:

2015 – current

Academic:

Provide teaching resources for leaders, teachers, and support personnel. The resources are encompassed in CTLS Teach and include instructional frameworks, model lessons, unit plans, activities, videos, simulations, suggested tasks, and model assessments.

This strategic initiative allows district leaders to build instructional leadership capacity of all school leaders (and teachers) by articulating the teaching and learning standards in each content area, providing model resources, developing teacher leaders, facilitating professional learning, and providing principals and assistant principals support to ensure that effective instruction takes place in every classroom.

Balanced Instructional Documents and Instructional Frameworks allow district and school leaders to focus on advancing the teaching and learning in Cobb Schools by thinking creatively about how instruction is delivered, how courses are developed and provided, and the strategies that are used in during instructional delivery. All of this supports and grounds the work and supports us with meeting the following district priorities:

- simplifying our foundation to prepare for innovation through a balanced and rigorous literacy and math approach
- ensuring the content of the standards is delivered at high levels
- increasing learning engagement through research-based engagement strategies

Targeted Outcome:

Increased graduation rates and student achievement through increased student engagement, school leader instructional capacity, district to school coherence, and a systematic approach to teaching, learning, and assessment

Funding Source:

Strategic Initiative Summary

Local Funds

Title II

Office Responsible:

Academic Division

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Funding Source:

Strategic Initiative Summary

Local Funds

Title II

Office Responsible:

Academic Division

Strategic Initiative Summary

Name of Strategic Initiative: Cobb Horizon High School

Overview:

Cobb Horizon High School is an academic alternative school that is available to Cobb County high school students who have fallen behind from their graduation cohort. Students may apply to attend Cobb Horizon instead of their designated Cobb County high school if they need of a different path to earn a high school diploma.

Students have chosen to attend the Cobb Horizon Academic program due to various reasons such as a need to improve their academic performance, work or family commitments that conflict with the hours of their high school, various social reasons, transferring from a school out of state and needing additional credits in order to graduate, or a variety of other reasons.

Some students, especially those new to Georgia and behind in earning their graduation credits, may be assigned to attend Cobb Horizon instead of their local high school since they may be able to earn more credits each semester at Cobb Horizon compared to their local high school based on our instructional model.

Our instructional format differs from that of a typical high school. Students attend school Monday through Thursday during one of three sessions. Coursework is primarily completed through the GRADPOINT online platform with certified teachers supporting and supplementing instruction. Students work at their own pace and, in many cases, accelerate their learning. Students work in a small classroom setting and receive one-on-one attention. Although most coursework is completed online, students are also expected to complete offline assignments and participate in small group instruction.

We embrace students earning their high school diploma as our fundamental purpose. Every decision we make within our Cobb Horizon team is tied into that outcome of earning his or her diploma. In addition, we work with students and families individually to address a myriad of issues and focus intentions on preparing students for post-secondary opportunities including additional schooling, military opportunities, and school to work training programs.

Targeted Outcome:

With improving overall district graduation rates as our fundamental purpose, we commit to providing students that need an academic alternative a path for success. This commitment is fueled by a clear mission and vision and a focus on removing barriers that impede a variety of students from earning their high school diploma.

Office Responsible:

Leadership Department

Strategic Initiative Summary

Name of Strategic Initiative: Career, Technical, Agricultural Education Expansion

Identified Need:

In SY 2020, the CTAE department conducted a comprehensive local needs assessment that identified the need for continuous improvement in providing increased equity and access across district programs through the following steps:

- Increased enrollment opportunities for Work-Based Learning
- Increased enrollment of special populations
- Increased number of programs available in high demand career fields
- Encouraging Pathway completion
- Teacher recruitment and retention, especially in high demand industry pathways
- Increased opportunities to participate in Career Technical Student Organizations (CTSOs)
- Opening of the Cobb Innovation and Technology Academy (CITA)

Overview:

Research shows that CTAE programs designed with equitable access and outcomes in mind help schools address existing disparities and narrow opportunity gaps, so students learn and achieve in a more positive learning environment.

Current Initiatives:

- The development of computer science programs in all middle and high schools by SY25 addresses the district priority to “vary learning experiences to increase success in college & career pathways.”
- The development of the Corporate Classroom to address the district priority to differentiate resources for students based on needs increases access for students in special populations through the Work-based Learning Program.
- By offering career pathways in 16 of the 17 Georgia DOE Career Cluster areas, all Cobb students have opportunities to explore career interests and aptitudes in a diverse range of in-demand industries.
- Through the introduction of the Cobb Innovation and Technology Academy (CITA), Cobb has developed a district solution for students to have access to additional in-demand and skilled trade industries experiences and industry certifications.

Time Frame:

2020 – present

Academic:

CTAE Concentrators (students who take two or more CTAE classes in a pathway) show an improved graduation rate over students in general education programs. In SY 2019, the Cobb CTAE concentrator graduation rate was 96.7 %, which was a 9.72 percentage point increase over general education students (86.98%).

Strategic Initiative Summary

Targeted Outcome:

CTAE will prepare students to become career and college ready and compete in a global workforce through exploration, experience, and extension. To this end, the curriculum focuses on:

- Infusion of rigorous and relevant academic instruction
- Application of essential global emerging technologies
- Early identification of career cluster opportunities
- A combination of career employability and economic/living skills
- Preparation for post-secondary studies and lifelong learning

All students who have access to Career Technical Agricultural Education aligned with workforce needs projected by the US Department of Labor, Chamber of Commerce, and local industry are prepared to pursue higher education, enter the military, accept an apprenticeship opportunity, or immediately begin a career.

Funding Source:

Local Funds

State Funds

Federal Funds

Office Responsible:

Career Technical and Agricultural Education (CTAE) Department

Strategic Initiative Summary

Name of Strategic Initiative: CTLS Learn

Identified Need

Instructional resources and delivery that meet the needs of all students and enhance multi-tiered systems of support to effectively address student and staff needs.

Overview

All pre-k-12 students have access via CTLS Learn and are members of digital courses in our online learning platform. Teachers can schedule live (synchronous) learning environments, small group or 1:1 sessions. Additionally, teachers can provide students asynchronous opportunities, where students have 24-hour access to digital resources, assignments, assessments of learning, and course content to support of learning. Individual student devices were made available, to those in need, to support access and student success.

Time Frame:

2020-current

Academic:

The academic impact of having a teaching and learning system for students and teachers is to maintain continuity of learning, ensure health and safety of students, monitor progress and performance, personalize the learning experience to best meet students differentiated needs, and increase student engagement.

Targeted Outcome:

The Cobb Teaching and Learning Systems was designed to foster and support asynchronous and synchronous learning in all schools in the Cobb County School District. Having such a platform in all schools allow students to achieve mastery in content along with developing skills and experiences with technology. Teachers can create and deliver educational content, assess students and analyze their results, track student progress, and provide interactive and engaging content.

Funding Source:

Local Funds

Title IV

Office Responsible:

Department of Digital Transformation

Strategic Initiative Summary

Name of Strategic Initiative: CLTS Parent

Identified Need

Engaging families and communities in supporting the evolving needs of the whole child.

Overview:

All K-12 Parents with communication and/or educational rights have access via the online platform, CLTS Parent, to engage with our schools and district. Parents have access to two-way communication and engagement tools. Teachers and administrators provide two-way communication via whole group, small group, or 1-1 communications with parents. Additionally, parents can receive digital resources, schedule teacher conferences, participate in classroom wish lists, and sign-up to volunteer in the classroom.

Time Frame:

2020-current

Academic:

The academic impact of having a teaching and learning system for parents, teachers, district and administrators is to increase the shared responsibility of family members, schools, and the district in supporting student achievement. Research shows that involving families in their children's education is key to student success. When families are continuously engaged in their children's learning and development, it has a positive impact on their child's academic outcome and well-being.

Targeted Outcome:

The Cobb Teaching and Learning System for parents was designed to encourage parent engagement, communication, and provide support to help children learn and meet educational goals.

Funding Source:

Local Funds

Office Responsible:

Office of Applied Learning and Design

Strategic Initiative Summary

Name of Strategic Initiative: Cobb Teaching and Learning Resource Library

Identified Need

Instructional resources that meet the differentiated needs of all students

Overview:

All district staff have 24-hour access via the online learning platform to the Cobb Teaching and Learning (CTL) Resource Library. The CTL Resource Library contains district-vetted and standards aligned digital content. This content can be incorporated into a synchronous, face-to-face, blended, or asynchronous learning environment. The content is created, purchased, and/or adopted for use by the Cobb County School System.

Time Frame:

2018-current

Academic:

The academic impact of having a teaching and learning system with highly-quality, standards-aligned, vetted content supports greater teacher efficacy, more effective instruction, and increased student learning and achievement for all students.

Targeted Outcome:

Support teachers in guiding their planning, implementation and assessment of student learning leading to greater student achievement among all students and student groups

Funding Source:

Local Funds

Office Responsible:

Department of Digital Transformation

Strategic Initiative Summary

Name of Strategic Initiative: CTLS Teach

Identified Need

Reorganize the professional learning framework and adapt, accordingly, to most effectively meet the diverse academic and developmental needs of the students.

Overview:

All district staff have 24-hour access to the online learning platform, the Cobb Teaching and Learning System (CTLS). CTLS Teach provides teachers and staff with access to standards-aligned, high-quality instructional supports and resources. This includes but is not limited to instructional frameworks, standards, course units, and professional development.

Time Frame:

2017-current

Academic:

The academic impact of having a teaching and learning system for teachers is to provide continuous education, support ease of access to standards-aligned content, conduct on-going progress monitoring of student performance, personalize the learning experience, and increase student engagement.

Targeted Outcome:

The Cobb Teaching and Learning System was designed to foster and support asynchronous and synchronous learning in all schools. Teachers can create and deliver educational content in a variety of ways that best meet the unique needs of the students served. CTLS Teach, also, allows teachers to assess students and analyze assessment results, track student progress, and provide interactive and engaging content necessary for high levels of learning and academic achievement.

Funding Source:

Local Funds

Office Responsible:

Department of Digital Transformation

Strategic Initiative Summary

Name of Strategic Initiative: Early Kindergarten (Early K)

Overview:

A six-week summer program for rising kindergarten students that mimics the time and feel of a typical kindergarten day. The extended learning opportunity is made available to all rising kindergarten students/families in the designated schools.

	Rising K Students From:	Program Location
Summer 2017	Belmont Hills Elementary School	Belmont Hills
Summer 2018	Belmont Hills ES & Norton Park ES	Belmont Hills
Summer 2019	Belmont Hills ES & Norton Park ES	Norton Park
Summer 2020	Belmont Hills ES & Norton Park ES	VIRTUAL (Pandemic)
Summer 2021	Belmont Hills ES & Norton Park ES	Belmont Hills

Early K Goals:

- Develop and support an early love for learning in preschool-aged students
- Provide an early introduction to kindergarten teaching and learning experiences to support K readiness in identified schools, where data indicated pre-school experiences/access are limited
- Build trust and family engagement

Time Frame:

Summer 2017 – current

Academic:

The development of oral language and early literacy skills via engaging activities and rich literacy experiences

Targeted Outcome:

To assist rising kindergarten students and their families with the transition into school and support greater kindergarten readiness and academic success

Funding Source:

Local Funds

Office Responsible:

The Department of Early Learning

Strategic Initiative Summary

Name of Strategic Initiative: Early Literacy Framework

Overview:

The Early Literacy Framework provides intentional, ongoing, and accelerated support and resources for principals, teachers, and paraprofessionals to ensure that *all* students become *proficient, fluent, and confident readers* by the third grade. This initiative began in 2016 as a targeted partnership between the district and identified high need schools. The initiative has expanded to more than 33 schools. The framework consists of the following:

- An approach to teaching phonics and phonemic awareness within the balanced literacy framework, so these skills are transferred to reading and writing.
- Systematically and regularly monitors teaching & learning (Instructional Cycles)
- Includes data review and analysis
- Provides ongoing professional learning opportunities for leaders, teachers, and paraprofessionals
- Processes within the framework support district priorities set by the Superintendent

Time Frame:

2016 – present

Academic:

The framework supports principal leadership and teacher practice in balanced literacy instruction (reading, speaking/listening, writing, and reading foundational skills) necessary for increased reading proficiency and student achievement.

Targeted Outcome:

The purpose of the framework is to ensure that all students become proficient, fluent, confident readers and writers by third grade.

Funding Source:

Local Funds

Title II

Office Responsible:

Office of Instruction and Innovative Practice

Strategic Initiative Summary

Name of Strategic Initiative: Georgia Pre-Kindergarten (Ga Pre-K)

Overview:

GA Pre-K classroom was housed at Hendricks Elementary school from August 2017- May 2020. That class was moved from Hendricks to the South Cobb Early Learning Center for the 2020-2021 school year which was the inaugural year for the center, with the plan to extend the number of GA Pre-K class offerings. Cobb County School District's most recent application for expansion has been approved for additional classes for the 2021-2022 school year. This will allow CCSD to serve additional students through Georgia Pre-K at the South Cobb Early Learning Center located in Mableton, GA.

Time Frame:

2017 – current

Academic:

The GA Pre-K program's curriculum is guided by the Georgia Early Learning and Development Standards (GELDS). The standards are written as a continuum of skills, behaviors, and concepts that children develop from birth and to age five. The GELDS are articulated within five domains 1) Physical Development and Motor Skills, 2) Social and Emotional Development, 3) Approaches to Play and Learning, 4) Communication, Language, and Literacy, and 5) Cognitive Development and General Knowledge.

Targeted Outcome:

To prepare Georgia's four-year old children/students for kindergarten readiness.

Funding Source:

Local Funds

Georgia Department of Early Care and Learning - Bright from the Start Grant

Office Responsible:

Early Learning Department

Strategic Initiative Summary

Name of Strategic Initiative: Math Fluency Initiative

Overview:

The Math Fluency Initiative (MFI) provides targeted and ongoing support for principals, teachers, academic coaches, and instructional paraprofessionals to ensure that K-3 students become fluent mathematicians and have a firm conceptual understanding of mathematics. Fluency in mathematics includes the acquisition of addition, subtraction, multiplication, and division facts through efficient strategies, the flexibility of different strategies, and accuracy of answers. The Department of Mathematics provides the following support for local schools:

- MFI professional learning for administrators, teachers, and paraprofessionals
- Resource support of daily lessons, instructional videos, manipulatives, supplementary materials, and common assessments
- Grade level frameworks with pacing guides provided
- Differentiation tasks for scaffolding and enrichment for students

Time Frame:

2018 – current

Academic:

The academic impact of the MFI provides students the foundation for computation of more complex mathematics. The goal is for students to become fluent with addition/subtraction facts within 20 by the end of 2nd grade and multiplication/division facts within 100 by the end of 3rd grade.

Targeted Outcome:

The MFI was designed to provide students access to strategies that build number sense for them to be flexible and efficient mathematics thinkers. When teachers utilize intentional fluency teaching strategies, all students become more fluent in their number sense.

Funding Source:

Local Funds

Title II

Office Responsible:

Instruction and Innovative Practice Office

Strategic Initiative Summary

Name of Strategic Initiative: POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

Identified Need (Consolidated Application)

In the Local Educational Agency Comprehensive Improvement Plan CCSD identified targeted areas for growth and improvement in overall academic achievement and graduation rate. Research supports that increased student engagement and a supportive learning environment have a positive impact on student achievement.

Overview:

Positive Behavior Interventions and Support is an evidence-based, three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes. It supports all students, especially vulnerable populations, by creating conditions and environments where all students feel valued and successful. CCSD started PBIS in 2013 with ten schools. Currently 40 schools are supported with the implementation of PBIS. We have increased the staff members available to support PBIS schools from 1 to 3 to meet the growing demand.

Time Frame:

2013 – present

Academic Focus:

Providing a positive and responsive learning environment has a direct impact on student achievement. When students are engaged in learning and feel good about the school environment, they are more likely to attend school regularly, have less discipline infractions, and show pride in academic achievement.

Targeted Outcome:

The intended outcome of PBIS is to decrease the amount of time students miss instruction due to absences and disciplinary infractions leading to In-School and Out-of-School suspensions necessary for increased student achievement.

Funding Source:

General Fund and Title IV

Office Responsible:

Office of Positive School Culture Support

Final 6.22.21 JL

Strategic Initiative Summary

Name of Strategic Initiative: Library Media PASS Partnership

Identified Need

The Cobb County Public Library System provides print and digital resources for students, but barriers existed in students obtaining library accounts. The CCSD Library Media Education Department partnered with the Cobb County Public Library System to develop PASS: Public library Access for Student Success to improve student accessibility.

Overview:

CCSD is committed to providing equitable access to resources through strong library media programs, as well as partnering with local entities to support students. After successfully collaborating with the public library for several years on summer reading initiatives, both organizations desired continual, year-long public library support of student reading and academic growth. The PASS partnership enables students to use their CCSD student ID number as their library card, providing the following:

- K-12 students have consistent access to public library print and digital resources.
- Teachers can rely on K-12 students having consistent access to public library print and digital resource, thereby providing additional resources for teaching and learning.
- K-12 students have access to over 630,000 more library resources as a result of the PASS partnership.

Time Frame:

2018-present

Academic:

Research shows that students with access to a strong library media program score 10-20% higher on state and national tests that measure reading and achievement. The PASS partnership expands the library media program students engage in, as well as increases equitable access to resources.

Targeted Outcome:

The Library Media Education Department is committed to providing equitable access to resources, as well as partnering with local entities to support students. Student engagement in public library programming and resources is monitored through regular data collection; thousands of students access public library resources through PASS accounts each month.

Funding Source:

No funding required

Office Responsible:

Library Media Education Department

Strategic Initiative Summary

Name of Strategic Initiative: Ready, Set, Read (Wellstar CCSD Partnership)

Overview:

Families count on healthcare providers and educators to provide them with the opportunity to access resources that support the emotional, social, and intellectual well-being of newborns, infants, toddlers, and children. Ready, Set..., Read! is a community commitment led by Cobb County Schools and Wellstar Healthcare System to promote family bonding and nurturing through learning, reading, talking, and singing.

Example of pilot work completed to scale Ready, Set, Read processes in Cobb pediatric offices-

- 3 Wellstar pediatricians and offices participated in pilot
- Approximately 1,700 survey responses received
- Average amount of time spent on survey: 1 minute
- 2,275 developmentally appropriate books purchased
- Books were provided to all participating parents and children
- Survey format and distribution was realigned based on stakeholder feedback in September 2018
- Providing parents with a copy of the book versus an electronic copy was favorable
- Providing parent well-visit postcards and books in English and Spanish responded to the needs of partnering offices and communities they serve

Time Frame:

2016 – current

Academic:

With kindergarten readiness being a focal point of Ready, Set... Read!, the health-care community partner and school district partnered to support families in providing early language and literacy development skills necessary for student success.

Targeted Outcome:

Improved kindergarten readiness and increased family engagement

Funding Source:

Local Funds

WellStar Foundation Grant

Office Responsible:

Department of Early Learning

Strategic Initiative Summary

Name of Strategic Initiative: South Cobb Early Learning Center (SCELC)

Overview:

Cobb County School District seeks approval from the Department of Early Learning's Bright from the Start to secure the Georgia Pre-K Grant to partially fund GA Pre-K in CCSD. This proposal reflects the initial planning and expansion plans associated with the initiative. The South Cobb Early Center (SCELC), Cobb County School District's first Early Learning Center, opened in 2020-2021 to both Georgia Pre-K and Special Needs Preschool students. The district has received approval to expand the number of Georgia Pre-K class in 21-22. The mission statement of SCELC states the following: SCELC will provide students with meaningful and inspiring early learning experiences that support language, social emotional, and cognitive development.

Time Frame:

2020– current

Academic Focus:

Kindergarten and school readiness. The academic goals are embedded in the center's vision and mission statement; **Vision:** *Learn. Speak. Engage. Everyday.* **Mission:** *At the South Cobb Early Learning Center, we provide students with meaningful and inspiring early learning experiences that support language, literacy, social-emotional, and cognitive development.*

Targeted Outcome:

Dedicated to ensuring that young learners thrive and are kindergarten ready, the SCELC leaders and staff members have developed the following Collective Commitments:

- SCELC staff commits to work collaboratively, grow professionally, and remain positive to better serve all colleagues, students, families, and stakeholders.
- SCELC commits to creating a safe, healthy, welcoming, and meaningful learning environment that supports and challenges all students and meets their individual needs.
- SCELC commits to engaging families and the community by keeping communication open and provide valuable resources to support student growth and success.

Funding Source:

Local Funds

Georgia Department of Early Care and Learning Grant

Office Responsible:

Department of Early Learning

Strategic Initiative Summary

Name of Strategic Initiative: STEM Certification

Identified Need:

Ensure the cultivation of K-12 STEM enriched learning environments across the district.

Overview:

All K-12 schools have access to district STEM Certification and support; Schools seeking STEM Certification must provide evidence on how they are promoting awareness and providing access to STEM professionals in underrepresented STEM fields as part of the certification criteria.

Time Frame:

2015-current

Academic:

Schools seeking STEM Certification must design programming that integrates multiple STEM disciplines, encourages learners to work collaboratively to find creative solutions to complex problems, conduct investigative research and connect with the community and post-secondary partnerships to promote awareness of STEM careers.

Targeted Outcome:

Students in STEM Certified schools are better prepared for college and career and demonstrate increased student achievement. They understand how to work collaboratively as part of a team to solve complex problems using design thinking that mirror real world challenges.

Funding Source:

Local Funds

Office Responsible:

Department of STEM & Innovation

Strategic Initiative Summary

Name of Strategic Initiative: Summer Learning

Overview:

Each summer the Cobb County School District provides a variety of instructional opportunities and resources for families. These opportunities have included Summer Lit Camp, Summer Link, Summer Learning Quest, Summer Enrichment Academy, Cobb Course Refresher, and Summer School.

Time Frame:

2015 to Present

Academic:

- Summer Lit Camp is a literacy program, in partnership with Scholastic, that combines research-based reading and writing lessons with an engaging summer camp approach to identified students demonstration below grade level reading proficiency.
- Summer Link includes digital, on-demand resources in Math and ELA for Pre K- HS students throughout the summer.
- Summer Learning Quest is a expanded comprehensive summer experience designed to provide engaging learning activities to meet the diverse academic, social, and emotional needs of all students as a part of the district's plan to address unfinished learning as a result of the pandemic.
- Summer Enrichment Academy is designed for high achieving elementary-aged students and provides advanced learning opportunities for our most thriving students.
- Cobb Course Refresher is designed to offer HS students an opportunity to audit a previously taken course or to preview content of an upcoming course as a means to enhance their knowledge of essential content and improve confidence and student agency.
- Summer School is offered to CCSD students needing to recover HS course credit.

Targeted Outcome:

The summer programs are intended to supplement the core instruction provided during the school year in order to support the individual learning needs of students.

Funding Source:

General Fund

ARP Grant (Summer Learning Quest)

Title IV (Summer Lit Camp)

Office Responsible: Assessment & Personalized Learning

Strategic Initiative Summary

Name of Strategic Initiative: Universal Screeners for Reading and Math

Overview:

Universal Screening is the systematic assessment of all students on academic indicators for the purpose of identifying students who are at-risk and may require support that varies in terms of level, intensity, and duration. Universal Screening is a critical element of any MTSS model (Gersten, Dimino, & Haymond, 2011). The Cobb County School District utilizes the Reading Inventory (RI) and the Math Inventory (MI) as a universal screening tool for all students kindergarten through 9th grade.

Time Frame:

2015 to Present

Academic:

The Cobb County School District administers the RI and MI three times a year (Fall, Winter, and Spring). The RI is a research-based, adaptive assessment that measures reading skills and longitudinal progress from Kindergarten through college readiness. The RI consists of the Foundational Reading Assessment (FRA) for grades K-2 and the Reading Comprehension Assessment (RCA) for grades K-12. The MI is a research-based, adaptive assessment that measures student readiness for instruction on mathematical concepts and skills. It can also be used to measure longitudinal progress from Kindergarten through Algebra II.

Targeted Outcome:

The RI and MI are administered to identify students who are at-risk and may require additional support in reading and math. Results of universal screening data, coupled with other formative and summative assessment data, lead to prescriptive district and local school provided interventions for individual students.

Funding Source:

General Fund

Office Responsible:

Office of Assessment & Personalized Learning

Strategic Initiative Summary



Title I Writing Residency with Marzano Resources, researcher Kathy Glass

Title Professional Learning & Coaching

Identified Need (Consolidated Application): The FY 2021 Comprehensive Needs Assessment for CCSD (Goal 1: Action Step 1), indicates the following: The Federal Programs Office will differentiate professional learning to support evidenced based strategies and interventions.

Overview: To effectively teach writing, educators must intentionally select and implement research-based practices for instruction and assessment. Using Dr. Marzano's The New Art and Science of Teaching Framework, participants discovered a range of strategies specifically designed to sharpen their craft as educational practitioners, while becoming aware of the reciprocal nature of reading and writing. Participants learned the essential components of literacy instruction that leads to mastery of grade level standards.

Time Frame: SY:2019 current

Academic: Marzano Research combines Dr. Robert J. Marzano's 50+ years of educational research with continuous action research in all major areas of schooling in order to provide effective and accessible instructional strategies, leadership strategies, and classroom assessment strategies that are always at the forefront of best practice. The Marzano Research team provides professional development and consulting services across a range of program areas, including Strategies and systems for increasing reliability and effectiveness, formative assessment and standards-based grading, personalized learning and competency-based systems, effective instruction, the use of proficiency scales in formative assessment to measure student progress toward meeting standards, and vocabulary interventions to address achievement gaps.

Targeted Outcome: The Department of Federal Programs provides support students most critically at-risk of not meeting and maintaining grade level standards. The targeted outcomes for this initiative were as follows:

1. Participants gained an understanding of which instructional strategies are best suited for teaching writing skills with specific implementation examples.
2. Participants learned how to utilize general and specific strategies to improve the learning environment of the classroom and obtained desired student learning outcomes for writing.
3. Participants examined samples of writing rubrics and checklists and learned effective teaching methods to use as instructional tools.
4. Participants engaged in activities, designed rubrics for assessing student writing, designed writing assessments, crafted writing checklists, and more.

As a result of the above outcomes, academic coaches and classroom teachers developed a better understanding of the tenets of effective writing instruction that supports students towards mastery of grade level standards.

Funding Source: Title I funds

Office Responsible: Department of Federal Programs