

## 2016-17 Cobb County School District Strategic Plan

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	<ul style="list-style-type: none"> <li>➤ Collaborate regularly with the Key Data Team to analyze assessment data and adjust instructional strategies to engage students' interest and optimize innovative learning.</li> <li>➤ Complete school wide data sheets quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Common Assessments</li> <li>➤ MI/RI</li> <li>➤ Running Records</li> <li>➤ Anecdotal Notes</li> <li>➤ Rubrics</li> <li>➤ Data Sheet</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Administrators</li> <li>➤ Coaches</li> <li>➤ Tutors</li> </ul>	<ul style="list-style-type: none"> <li>➤ iRespond</li> <li>➤ CTLS</li> <li>➤ Data Sheet</li> </ul>		IP
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. <b>(S)</b>	<ul style="list-style-type: none"> <li>➤ Conferencing with individual students in reading and writing to set personalized learning goals.</li> <li>➤ Score student writing in vertical and horizontal teams using genre specific progressive rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classroom Assessments</li> <li>➤ Anecdotal notes</li> <li>➤ Running records</li> <li>➤ Rubrics</li> <li>➤ Conference Sheets and Data Notebook</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Administrators</li> <li>➤ Coaches</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data Sheet</li> <li>➤ iRespond</li> <li>➤ Conference forms</li> <li>➤ Data Notebooks</li> </ul>		IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Professional learning for all grade levels will focus on:</p> <ul style="list-style-type: none"> <li>➤ Integration of social studies and science to maximize student learning.</li> <li>➤ Developing student engagement and inquire through the development of application based learning unit plans.</li> <li>➤ Creating constructed response questions and implement writing across all content areas.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>➤ Mentoring with new teachers and veteran teachers</li> <li>➤ Collaboration among grade levels weekly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Common Assessments</li> <li>➤ MI/RI</li> <li>➤ Running Records</li> <li>➤ Anecdotal Notes</li> <li>➤ Rubrics</li> <li>➤ Survey</li> </ul>	<p>Coaches, Teachers, Tutors and Administrators</p>	<ul style="list-style-type: none"> <li>➤ Professional Learning Materials</li> </ul>		<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>➤ Differentiation is implemented through the workshop model to ensure individualized reading instruction for all students.</li> <li>➤ Continue to maximize independent reading time through the workshop model and “Waking Up with Words” to increase student independent reading levels and stamina.</li> <li>➤ Frequently monitor individual student progress through the use of running records and continued conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ RI</li> <li>➤ SY44</li> <li>➤ iReady</li> <li>➤ EOG</li> </ul>	<p>Classroom Teachers, Title Tutors, Special Education Teachers, and Administrators</p>	<ul style="list-style-type: none"> <li>➤ RI</li> <li>➤ EOG</li> <li>➤ iReady</li> </ul>		<p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<ul style="list-style-type: none"> <li>➤ Continue Number Talk Strategies in all grade levels in order to provide students with essential computing skills.</li> <li>➤ Continue problem solving strategies utilizing grade level graphic organizers and use of county wide rubric to identify areas of weakness.</li> <li>➤ Provide additional school wide leveled math time to support students at individualized performance levels through morning math and classroom instruction.</li> </ul>	<p>MI iReady</p>	<p>Classroom Teachers, Title Tutors, Special Education Teachers, Specialist, ESOL teachers, and Administrators</p>	<p>Number Talk resource and Computer Labs MI iReady</p>		<p>IP</p>

7. Increase number of students academically completing every grade.(S)	<ul style="list-style-type: none"> <li>➤ Students receive support and interventions through special education, EIP, ESOL, and the RTI process.</li> </ul>	MI, RI, SPED data points, and RTI probes, EOG, ACCESS	School Counselors, Title Tutors, Classroom Teachers, Special Education Teachers, and Administrators	RTI strategies, EIP resources		IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	<p>Continue to decrease the number of office referrals and suspensions by implementing character education through the use of explicit vocabulary and classroom discussions.</p> <ul style="list-style-type: none"> <li>➤ School wide weekly focus on one character word.</li> <li>➤ Families will receive the introduction to character education through the use of character dinner dilemmas.</li> </ul>	Discipline Reports	School Counselors, Title Tutors, Classroom Teachers, Special Education Teachers, and Administrators	Posters Dinner Dilemmas		IP

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	Increase attendance by implementing a mentoring program. Staff mentors will concentrate on 10-12 students and make face-face contact on a weekly basis.	Attendance Reports	School Counselors, Title Tutors, Classroom Teachers, Special Education Teachers, Specialist, and Administrators	Staff		IP
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ul style="list-style-type: none"> <li>➤ Differentiated reading instruction through guided reading groups based on Lexile levels</li> <li>➤ Differentiated math instruction (guided math) and Number Talks strategies individualized Morning Math</li> <li>➤ Develop career portfolios, career lessons, and guidance counseling services</li> </ul>	<p>RI MI Career Awareness Report</p>	<p>Teachers, Counselors, Media Specialist, and Administrators</p>	<p>Career portfolios materials  Number Talks materials</p>		<p>IP</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. <b>(AD)</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
<p><b>Seek and evaluate stakeholder input for critical processes. (AdvED)</b></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>We will provide support for parents and community members and enhance our school-wide instruction by...</p> <ul style="list-style-type: none"> <li>➤ Providing parents with information and instructional resources to support students at home.</li> <li>➤ Coordinate parent workshops for reading, writing, and math.</li> <li>➤ Introduce character education to parents through the use of character dilemmas.</li> <li>➤</li> </ul>	<p>Surveys  Critical conversations with stakeholders</p>	<p>Parent Facilitator, Coaches, Guidance Counselors, Teachers, Stakeholders, and Administrators</p>	<p>District  Title I  AdvancEd Surveys</p>		
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<ul style="list-style-type: none"> <li>➤ Attend Job Fairs and Hiring Fairs.</li> <li>➤ Interview certified applicants with Highly Qualified status</li> <li>➤ Utilize Cobb County Talent Ed</li> <li>➤ School Hiring Committee</li> </ul>	<p>TKES Walkthroughs</p>	<p>Administrators and Interview Committee</p>	<p>N/A</p>		<p>IP</p>
<p>Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Implement professional learning through "Coaching &amp; Collaborations", "Monday Mentoring", and modeled/guided support in the classroom to provide teachers with the best practices for instruction and assessments.</p> <p>Pairing new teachers with a mentor teacher for support.</p>	<p>TKES performance scores</p>	<p>Teachers, Coaches, and Administrators</p>	<p>TLE online platform</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 (IE<sup>2</sup>)</p>	<p>Observe and communicate feedback to staff members to ensure they meet the requirements embedded in the TKES and LKES standards</p>	<p>TKES and LKES performance scores</p>	<p>Teachers and Administrators</p>	<p>TLE online platform</p>		<p>IP</p>

**Other:**  
(Specific to school, division, or area.  
Can be more than one.)

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## Elementary School Key Trends: Acworth

Trend	Acworth			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	79.3%	67.4%		84.6%	74.0%	
On-track for Graduation	93.5%	93.1%	96.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.5%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	8.0%	8.6%	10.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	79.4%	83.4%	78.5%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	48.5%	54.7%	49.4%	56.6%	57.5%	56.8%
CCRPI Score	71.6	76.4		75.7	77.3	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for the Lexile Levels in 5th Grade and CCRPI Score. Scores for these trends are expected from the Ga DOE in late 2016.

### Descriptions of Key Trends

#### Lexiles 5th Grade

The percentage of 5th grade students with Lexile scores on the state assessment (EOG) above 850. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

#### On-track for Graduation

The percentage of 5th grade students passing at least four courses in the core content areas: ELA, math, science, social studies, or world languages.

#### Career Ready

The percentage of 5th grade students completing a career portfolio as reported in the student record data collection.

#### Advanced Academics

The percentage of students in grades 1 to 5 who are enrolled in a Target course.

#### Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

#### Iowa Reading 3rd Grade

The percentage of 3rd grade students scoring at 3.1 or higher on the reading portion of the Iowa assessments.

#### CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the Georgia Department of Education (GaDOE). The Cobb CCRPI score shown here is the weighted average of all Cobb elementary schools.