

## 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<br/>2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities:<br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvEd, Superintendent-S, and<br/>Academic Division-AD)</i></p> | <p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b><br/>(Due September 1, 2016)</p>   |  |  |   |   | <p style="text-align: center;"><i>Focus Priority<br/>Status:</i><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
|--|--|--|--|---|---|--|
|  | <p style="text-align: center;"><b>Key Actions:</b><br/>(List as many actions as needed in<br/>each box.)</p>   | <p style="text-align: center;"><b>Measured by:</b></p>   | <p style="text-align: center;"><b>Owner(s):</b></p>  | <p style="text-align: center;"><b>Resources<br/>Needed:</b></p> | <p style="text-align: center;"><b>Results<br/>Of Key Actions:</b><br/>(Due June 30, 2017)</p> |  |
| <p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></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 style="text-align: center;"><b>N/A</b></p>  |
| <p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>   | <p>1. Examine student progress monthly on specific grade level math standards<br/>2. Utilize formative assessment results to create flexible groups to directly affect student growth.<br/>3. Collect data on Lexile levels using SI in the Fall, Winter and Spring.</p> | <p>1. Common Formative and summative assessments<br/>2. Pretest results and common assessments to check for growth<br/>3. SI</p> | <p>1. Grade level teachers<br/>2. Grade level teachers<br/>3. Teachers in all grade levels</p> | <p>1. CTLS and I respond<br/>2. SI<br/>Mini touchstone</p>      |   | <p style="text-align: center;">1. IP</p>   |
| <p><i>3. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>   | <p>1. Work together in PLC's to create flexible, formative assessments to monitor student progress.<br/>2. Monitor progress using i-respond units and CTLS and adjust instruction.</p>   | <p>1. Monthly data team data for math and reading</p>  | <p>1. Teachers in all grade levels except Kindergarten.</p>                                    | <p>I-respond kits and use of CTLS</p>                           |   | <p><b>IP</b></p>   |
| <p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>   | <p><b>1. All professional learning for our grade level teams will be aligned to our CTLS /FFAS training and will meet weekly to review and learn.</b></p>  | <p>1. monthly meetings to learn and share</p>  | <p>1. Susan Hallmark, Brad Cohen, Denise Hazlett</p>   | <p>I respond kits, CTLS and data</p>                            |   | <p>IP</p>  |

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| <p>5. Increase percentage of students reading on grade level. <b>(S)</b><br/>(on CCRPI 2014 Reading Scores)</p> | <ol style="list-style-type: none"> <li>1. Increase percentage of 1<sup>st</sup> graders Reading on Grade Level from</li> <li>2. Increase percentage of 2<sup>nd</sup> graders reading on grade level from</li> <li>3. Increase percentage of 3<sup>rd</sup> graders reading on Grade level from 74%</li> <li>4. Increase percentage of 4<sup>th</sup> graders reading on grade level from 76%</li> <li>5. Increase percentage of 5<sup>th</sup> graders reading on grade level from 82.8%</li> </ol> | <p>1-5, Maintain flexible reading groups to maintain growth<br/>Look at RI scores in Winter and spring to watch for growth</p> | <ol style="list-style-type: none"> <li>1. Grade level teachers- Kindergarten- 5<sup>th</sup>- RI results from fall, winter and spring.</li> <li>2. CCRPI scores</li> </ol> | <p>RI reading assessment, leveled guided reading books</p> |  | <p>IP</p> |
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| <p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b><br/> <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p> | <ol style="list-style-type: none"> <li>1. Increase % of student performance for our Kindergarteners on the MI from 46% proficient and advanced</li> <li>2. Increase % of student performance for our first graders on the MI from 81.8% proficient and advanced</li> <li>3. Increase % of student performance for our second graders on the MI from 99% proficient and advanced</li> <li>4. Increase % of student performance for our fourth graders on the MI from 59.3% proficient and advanced and 66% Proficient and distinguished on the CCRPI</li> <li>5. Increase % of student performance for our fifth graders on the MI from 61.2% proficient and advanced and 45.2% Proficient and distinguished on the CCRPI</li> </ol> | <p>K-2<sup>nd</sup>- MI<br/> 3<sup>rd</sup>-5<sup>th</sup> grades- MI and CCRPI math proficient and advanced scores</p> | <p>Grade level teachers, Susan Hallmark, Brad Cohen EIP teachers and after school tutors</p> | <p>MI assessment, formative assessments, i-respond units, flexible math and reading groups,</p> |  | <p>IP</p> |
| <p>7. Increase number of students academically completing every grade.<b>(S)</b></p>  | <p>This year we will continue to meet to discuss our students on RTI and find strategies to use with them in the hopes that we can catch them up and move them on.</p>  | <p>All data that is collected based on the strategies each month.</p>   | <p>Each teacher who is taking the RTI data</p>   | <p>Resources that have some strategies to use with our RTI students</p>                         |  | <p>IP</p> |
| <p><b>8. Other:</b><br/> <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>  |   |   |  |   |  |           |

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

| <p><i>District Focus Priorities<br/>2016-2019</i></p> <p><u>Focus Priorities:</u><br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvED, Superintendent-S, and<br/>Academic Division-AD)</p> | <p><b>2016-17 Aligned Actions and Measurements</b><br/>(<u>Due September 1, 2016</u>)</p>   |   |  |   |  | <p><b><u>Focus Priority<br/>Status:</u></b><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
|--|---|---|--|---|--|---|
|  | <p><b>Key Actions:</b><br/>(List as many actions as needed<br/>in each box.)</p>  | <p><b>Measured by:</b></p>  | <p><b>Owner(s):</b></p>  | <p><b>Resources<br/>Needed:</b></p>   | <p><b>Results<br/>Of Key Actions:</b><br/>(<u>Due June 30, 2017</u>)</p> |   |
| <p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>  | <p>1. We are continuing the Mentoring program this year in hopes to provide support and be cheerleaders for our struggling students.</p> <p>2. We also are providing a contest to encourage good attendance.</p> <p>2. We have started the process of turning our library into a learning commons. We have started with some different and badly needed furniture. We hope to start with online signup calendars, planned lessons with teachers and the media specialist, and to encourage more innovation with technology.</p> | <p>Look at progress monitoring of student each quarter.<br/>Attendance graphs each day in the café where all can see.<br/>**How many teachers begin to accept the change, use the online calendars, collaborates with the media specialist to work together to make it a true learning commons.</p> | <p>Counselors:<br/>Callie Binzer<br/>and Tekeya<br/>Weston<br/>Classroom<br/>teachers</p> <p>**Tonya<br/>McCoy- Media<br/>specialist, Brad<br/>Cohen, Denise<br/>Hazlett- TTIS,<br/>Classroom<br/>teachers</p> | <p>Attendance records,<br/>tardy records, lists of students who need mentoring</p> <p>**We want to add more tools for our students and teachers to use in the learning commons,</p> <p>Computers,<br/>time for<br/>planning and<br/>training.</p> |  | <p>IP</p> <p>IP</p>   |
| <p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>  | <p><b>N/A</b></p>   | <p><b>N/A</b></p>   | <p><b>N/A</b></p>  | <p><b>N/A</b></p>   | <p><b>N/A</b></p>  | <p>IP</p>   |

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| <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<br/>(Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol> | <p>Reading- EIP and small group, after school tutoring groups, read 180 and system 44, Prescription lab in AM, guided reading in all classrooms, reading A to Z</p> <p>Math: Prescription lab in the AM, guided math groups during class, use of formative assessments to check for understanding, tutoring groups for math and extra reading help.</p> | <p>DRA and RI reading assessments and flexible groups based on growth, flexible formative assessments</p> | <p>Individual teachers, EIP and Read 180-system 44 teachers, Melissa Sneed-tutoring, Brad Cohen and Susan Hallmark</p> | <p>Read 180/system 44, guided reading books,RI, DRA, computers</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> |           |

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| <p><b>Other:</b><br/>(Priorities specific to school, division, or area. Can be multiple.)</p> | <ul style="list-style-type: none"> <li>a) Implement a mentoring program.</li> <li>b) Professional development on the current and new reading programs: Systems 44, Read 180 and Scholastic Reading Inventory.</li> <li>c) c.) Teachers collaborate to incorporate innovative strategies to plans, develop units and to develop common assessments Monitor Response to Intervention strategies and their progress.</li> <li>d) Monitor progress of Special Education Students and ELL students.</li> <br/> <li>e) Tutor struggling learners in grades 3-5 on basic reading concepts</li> </ul> | <ul style="list-style-type: none"> <li>a) Read 180 data RI benchmark data</li> <li>b) Weekly team meetings</li> <li>c) Anecdotal notes, classroom observations.</li> <li>d) Review of lesson plans</li> <li>e) Walkthroughs, End of grade tests</li> <li>Monthly formative assessments</li> </ul> | <p>Melissa Sneed-SSA at Addison<br/>Sped. Teachers</p> | <ul style="list-style-type: none"> <li>a) Instructional curriculum budget</li> <li>b) Resources for classroom use to include materials and software (\$200 per grade level).</li> <li>c) CSIS web-based program provided through the district and intervention manuals provided through the school (\$150).</li> <li>d) Goalview web-based program provided through the district.</li> <li>e) 20-day funds</li> </ul> |  | <p>IP</p> |
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

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| <p><i>District Focus Priorities<br/>2016-2019</i></p> | <p><b>2016-17 Aligned Actions and Measurements</b><br/>(Due September 1, 2016)</p> |
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| <p><u>Focus Priorities:</u><br/>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p> | <p><b>Key Actions:</b><br/>(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><br/>(Due June 30, 2017)</p> | <p><b><u>Focus Priority Status:</u></b><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
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| <p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>  | <ul style="list-style-type: none"> <li>• Meet with the school council 6 times during the school year</li> <li>• Survey parents several times throughout the year to get feedback-like conference time</li> <li>• Invite parents and guardians to come to our school for events, to volunteer and more</li> <li>• Hold Munch and Mingles, Target info sessions, math nights,</li> <li>• Get Foundation and PTA parents and volunteers to give feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Meeting notes Advanced Ed and conference survey results.</li> </ul>   | <p>Susan Hallmark and Brad Cohen-Addison Admin.</p> | <p>Surveys</p>                           |   | <p>IP</p>   |
| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>         | <ul style="list-style-type: none"> <li>• Our teachers utilize BLOGS to keep the families in the know by updating it during the week.</li> <li>• Practices that we do now to keep our families involved and informed include a monthly calendar, use of our new marquee, Teacher BLOGS, Addison's BLOG, Class Dojo, and call outs and emails to families several times a week and the parents use of Remind and ParentVu</li> </ul>                               | <p>Tallies of the number of parents who come to help at events in the classroom of for the foundation or PTA or for events that are put on for the children. And sign up sheets.</p> | <p>All Addison staff and administration</p>         | <p>Surveys by staff and Advanced ed.</p> |   | <p>IP</p>   |

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| <p><b>Other:</b><br/>(Priorities specific to school, division, or area. Can be multiple.)</p> | <ul style="list-style-type: none"> <li>• Continue to promote the Leader in Me at Addison.</li> <li>• Train our new staff members</li> <li>• Get new training to update our staff on what is new with Steven Covey and Leader in Me</li> <li>• Get parents involved in Leader in Me by sending monthly letters home to share each habit.</li> </ul> | <p>Measured by the number of parents that support our Habits by participating in our monthly letter and the number of new staff that get trained.</p> | <p>Brad Cohen, Susan Hallmark, the Addison Lighthouse Team</p> | <p>Leader In Me Website<br/><br/>Money will be needed for the training</p> |  | <p>IP</p> |
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**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><br/>(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><br/>(<u>Due September 1, 2016</u>)</p>  |   |                                      |                                 |  | <p><b>Focus Priority Status:</b><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
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|  | <p><b>Key Actions:</b><br/>(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><br/>(<u>Due June 30, 2017</u>)</p> |  |
| <p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>   | <p>Continue to encourage teachers to work towards extra certifications like math, target, ESOL, coaching ,or another degrees.</p> <p>Also make sure that we promote teacher leadership when a teacher displays the interest in be a school leader.</p> | <p>Number of teachers who are interested and decide to take on another degree or an endorsement</p> | <p>Susan Hallmark and Brad Cohen</p> | <p>Talent Ed, Resumes,</p>      |  | <p>IPs</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>   |  |



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| <p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p> | <p>a.) Train the teachers on how to use data drive instruction using irespond</p> <p>b.) Provide a varied and rich professional development based on needs and direction of school.</p> <p>c.) Work on use of formative assessments to drive instruction</p> | <p>1. Formative and summative results</p> <p>2. TKES</p> | <p>Susan Hallmark, Brad Cohen, Melissa Sneed,</p> <p>Denise Hazlett-TTIS</p> | <p>i-respond kits,</p> |            | <p>IP</p> |
| <p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b></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 <b>(IE<sup>2</sup>)</b></p>  | <p>Utilize the TKES results to work with individuals on areas that need improvement</p>  | <p>TKES Data</p>   | <p>Susan Hallmark and Brad Cohen</p>   | <p>TKes Data</p>       |            | <p>IP</p> |
| <p><b>Other:</b><br/>(Specific to school, division, or area. Can be more than one.)</p>  |  |  |  |                        |            |           |

## Elementary School Key Trends: Addison

| Trend                    | Addison |       |        | Cobb  |       |       |
|--------------------------|---------|-------|--------|-------|-------|-------|
|                          | 2014    | 2015  | 2016   | 2014  | 2015  | 2016  |
| Lexile Levels 5th Grade  | 94.1%   | 74.0% |        | 84.6% | 74.0% |       |
| On-track for Graduation  | 73.9%   | 81.5% | 87.2%  | 90.7% | 92.3% | 92.7% |
| Career Ready             | 98.9%   | 94.4% | 100.0% | 93.6% | 96.9% | 98.0% |
| Advanced Academics       | 31.2%   | 25.6% | 25.3%  | 15.8% | 16.9% | 17.1% |
| Stakeholder Satisfaction | 84.1%   | 85.4% | 83.6%  | 82.9% | 86.9% | 81.4% |
| Iowa Reading 3rd Grade   | 67.0%   | 65.2% | 69.6%  | 56.6% | 57.5% | 56.8% |
| CCRPI Score              | 83.5    | 84.4  |        | 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.