

2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Adjust instruction as needed based on learning needs of students based data</p> <p>Provide students with differentiated activities based on individual learning needs through the workshop models</p> <p>Monitor student progress through Data teams</p> <p>Provide AC content to high level learners in 4th and 5th and rigorous Talent Dev. in K-3.</p> <p>Offer tutoring to the bottom 10% in reading and math</p>	<p>RI, SLOs, EOG & Common Assess.</p>	<p>Admin and Teachers</p>	<p>Common planning(release time)</p>		
<p>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)</p>	<p>Develop common grade level assessments that align with CCSD frameworks</p>	<p>formative</p>	<p>Admin and Teachers</p>	<p>Planning time to build common assessments</p>		

Identify local school innovations through system flexibility to increase student achievement. (IE²)	Learning Commons Math Lab Writing Lab	Assessments and Surveys	Admin	Support from CCSD personnel		
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)	1. Tutoring and Saturday Success 2. Tutoring and Saturday Success 3. RTI Strategies	1. Common Assess., RI, DRA 2. Common Math Assess., MI 3. RTI data	1 & 2- Admin and Teachers 3-Counselors	20 Day Money		
Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

*District Focus Priorities
2016-2019*

2016-17 Aligned Actions and Measurements
(Due September 1, 2016)

<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Utilize the stakeholder surveys as well as committees such as PTSA and School Council Based on stakeholder feedback we are utilizing social media sites such as Facebook and Twitter to communicate more with stakeholders</p>	<p>Survey data results</p>	<p>Admin</p>	<p>Minutes from meetings Summary and Action sheet from meeting</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Give parents monthly Reading Connection newsletters to promote reading at home Provide and promote parental involvement in career day, STEAMYPALOOZA Day, Author's Tea</p>	<p>Survey data</p>	<p>Admin</p>	<p>Reading Connection Newsletter</p>		
<p>Other: (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>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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Focus Priorities: (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:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Screen applicants thoroughly and interview with high expectations seeking only the best Utilize TalentEd, call references, ask rigorous questions regarding instructions, classroom management, collaboration, technology integration to select the most high qualified candidate and if possible take them to a classroom and see how they interact	TKES	Admin	TalentEd & Allotments early		
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 ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	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)	Develop SFSD plans that focus on standards, student achievement and engagement and student progress monitoring	Surveys, lesson plans, TKES, PLCs	Admin and Teachers	CCSD personnel for various trainings		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE ²)	Ensure high levels of student engagement are taking place within the classrooms	TKES	Admin	TKES portal updated; training for TKES/LKES		

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

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Elementary School Key Trends: Baker

Trend	Baker			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	85.6%	78.8%		84.6%	74.0%	
On-track for Graduation	94.8%	90.8%	94.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.3%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	11.4%	13.8%	15.0%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	80.6%	88.7%	76.3%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	66.9%	67.2%	52.1%	56.6%	57.5%	56.8%
CCRPI Score	89.8	86.3		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.