

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 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
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	<ul style="list-style-type: none"> ➤ Continue data teams using the mini touchstones and CTLS to help adjust instruction ➤ Focus on RI/MI data ➤ Use the instructional framework to ensure appropriate differentiation takes place to help remediate and enrich students 	<ul style="list-style-type: none"> ➤ Data team minutes ➤ SAM ➤ Lesson plan checks 	Teachers Administrators	<ul style="list-style-type: none"> ➤ CTLS data ➤ SAM ➤ Planbook 		
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)	<ul style="list-style-type: none"> ➤ Give and use grade level assessments - mini touchstones in ELA/Math each quarter 	<ul style="list-style-type: none"> ➤ Data team calendar 	Teachers Administrators	<ul style="list-style-type: none"> ➤ Mini touchstones provided by CCSD 		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	<ul style="list-style-type: none"> ➤ Provide differentiated professional learning to all certified and classified staff based on content area (Units of Study/STEM) Support personnel chose own PL based on areas of interest 	<ul style="list-style-type: none"> ➤ TKES ratings ➤ Staff Surveys 	Teachers Administrators	<ul style="list-style-type: none"> ➤ Content resource (Units of Study and STEM support) 		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	<ul style="list-style-type: none"> ➤ Integrate reading/writing in all content areas ➤ Use RI data to place students in READ 180 System 44 	<ul style="list-style-type: none"> ➤ Walk thru ➤ SAM 	Teachers Administrators	<ul style="list-style-type: none"> ➤ READ 180 System 44 		

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ul style="list-style-type: none"> ➤ Using Conceptua Math in two 3rd grade class as pilots ➤ First in Math ➤ Talent Development <ul style="list-style-type: none"> ○ Critical Thinking ○ Hands on Equation 	<ul style="list-style-type: none"> ➤ Walk thru ➤ Program usage ➤ Walk thru 	<p>Teachers Administrators</p>	<ul style="list-style-type: none"> ➤ Conceptua Math program ➤ First in Math program ➤ ALP teachers 		
<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> ➤ RTI process (Tier 2/Tier 3) 	<ul style="list-style-type: none"> ➤ RTI portal 	<p>Teachers Counselors</p>			
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> ➤ Continuation of PBIS School-wide behavior program ➤ Working towards CCSD STEM certification 	<ul style="list-style-type: none"> ➤ PBIS Key Team minutes ➤ STEM Leader minutes 	<p>PBIS Key Team members STEM Leaders members</p>	<p>SWIS data collection program STEM related materials</p>		

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

<p>District Focus Priorities 2016-2019</p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> ➤ Transformation of the Media Center into a Learning Commons transformation ➤ Providing A/C course work in 4th grade 	<ul style="list-style-type: none"> ➤ Rubric ➤ Guidelines from A/C dept. 	<ul style="list-style-type: none"> ➤ Media Specialist ➤ 2 Gifted 4th gr teachers 			
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> ➤ Continue the use Read 180/System 44 ➤ Using 20 Day funds to provide math tutor ➤ Continued support of Sped and RTI interventions 	<ul style="list-style-type: none"> ➤ RI data ➤ MI data ➤ Goals/Objectives on IEPs and RTI portal 	<p>Reading intervention teachers Math tutor</p> <p>Special Ed teachers</p>	<ul style="list-style-type: none"> ➤ 20 day funds 		
<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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Other: (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><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</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><u>Focus Priority Status:</u> 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>	<ul style="list-style-type: none"> ➤ Provide support to parents and community members to help enhance our school-wide instruction by having 3 workshops (one morning, one lunch/learn, and one evening) that focuses on grade level math standards and STEM content. ➤ Use parent survey to work on areas that need improvement and plan to communicate in a variety of means 	<ul style="list-style-type: none"> ➤ Survey 	<p>Administration</p>			
	<ul style="list-style-type: none"> ➤ Provide ample opportunities for parents to become involved in school programs and practices such as: <ul style="list-style-type: none"> ○ PBIS team ○ School Council ○ PTA ○ Foundation 	<ul style="list-style-type: none"> ➤ Informal survey during conference week 	<p>Administration</p>			

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE², 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)	<ul style="list-style-type: none"> ➤ Use TalentEd to assist with recruiting highly qualified teachers for each open position ➤ Work with teachers who are not performing at a level 3 or higher on TKES evaluation 	<ul style="list-style-type: none"> ➤ GAPSC ➤ TKES 	Administration			
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)	<ul style="list-style-type: none"> ➤ Meet with teachers each Thursday during planning time on a rotating basis: <ul style="list-style-type: none"> ○ Week 1 – PL (unit planning) ○ Week 2 – FFA (pre) ○ Week 3 – PL ○ Week 4 – FFA (post) 	<ul style="list-style-type: none"> ➤ Meeting minutes ➤ TKES ➤ CTLS data 	Administration Teachers			
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 (IE²)	<ul style="list-style-type: none"> ➤ Develop a staff development calendar that ensures enrichment and differentiation for all staff members 	<ul style="list-style-type: none"> ➤ Surveys and specific staff needs 	Administration	Possible CCSD support		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Big Shanty

Trend	Big Shanty			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	84.2%	74.5%		84.6%	74.0%	
On-track for Graduation	96.8%	96.9%	99.3%	90.7%	92.3%	92.7%
Career Ready	89.6%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	13.7%	19.7%	17.0%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	79.6%	83.9%	80.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	55.6%	56.8%	52.3%	56.6%	57.5%	56.8%
CCRPI Score	79.5	79.6		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.