

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: <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	Key Actions: <i>(List as many actions as needed in each box.)</i>	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: <i>(Due June 30, 2017)</i>	Focus Priority Status: NM = Not Met IP = In Progress M = Met
<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Conduct monthly grade level data day meetings with a focus on CTLS, SMI, and SRI data results, and the formal data team process.	Touchstones, SMI, SRI	Administration, Academic Coach, and Teachers	N/A		IP
<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>	Administer CTLS Touchstones Quarterly, SMI/SRI three times per year, and DRA/GLOSS assessments for new students and as needed, to monitor student progress and adjust instruction accordingly.	Touchstones, SMI, SRI, GLOSS, DRA, and teacher unit/lesson plans.	Administration, Academic Coach, and Teachers	N/A		IP
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Conduct monthly Curriculum, Instruction, and Assessment (C/I/A) meetings for differentiated professional learning focused on data-driven instructional interventions.	Surveys of staff needs, formative assessment results.	Administration, Academic Coach	N/A		IP
<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	Identify and intervene with select students through RTI process. Provide Flexible Learning Program (FLP) tutoring initiative for students in need. Initiate System 44 / Read 180 pilot program in select classrooms.	RTI data probes, SRI We will measure the % increase of students performing on level as compared to SY 2015/16.	SSA, Counselors, Teachers	N/A		IP
<i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</i>	Identify and intervene with select students through RTI process. Provide FLP tutoring initiative for students in need.	RTI data probes, SMI We will measure the % increase of students performing on level as compared to SY 2015/16.	SSA, Counselors, Teachers	N/A		IP

7. Increase number of students academically completing every grade.(S)	Continue RTI process and additional year notification	RTI data, Milestones for 3 rd /5 th grades We will measure the increase of students completing each grade level as compared to SY 2015/16.	Administration, Counselors, Teachers	N/A		IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<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>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>
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Implement Innovative ESOL scheduling model to cluster ESOL students with select ESOL-endorsed staff members.	WAPT eligibility data, and ACCESS results	Administration, ESOL-endorsed teachers.	N/A		IP
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	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. Provide FLP tutoring for each grade level (Saturdays). 2. Provide FLP tutoring for each grade level (Saturdays). 3. Conduct RTI process with fidelity and specialized instruction for those students identified as SWD.	SRI, SMI, RTI Data Probes	Administration, Academic Coach, Counselors, Teachers	N/A		IP

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.*

<i>District Focus Priorities 2016-2019</i>	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
Seek and evaluate stakeholder input for critical processes. (AdvED)	Use Parent Surveys to gather school climate feedback and seek to make adjustments accordingly.	Survey results from AdvancEd	All Staff	N/A		IP

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	See Title 1 Plan	See Title 1 Plan	All Staff	See Title 1 Plan		IP
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					
<u>Focus Priorities:</u> (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: <u>(Due June 30, 2017)</u>	<u>Focus Priority Status:</u> 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 based on needed instructional skill sets and specialized endorsements (I.E. Sped, ESOL, Gifted, Reading) Emphasize reference checks during hiring process	HR notification of Highly Qualified personnel, as well as student growth data provided by candidates when available.	Principal, Assistant Principal, SLI	N/A		IP

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. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (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)	Conduct Quarterly Data Day meetings for each grade level team. Conduct monthly C/I/A meetings for differentiated professional development.	Qualitative feedback gathered from teachers. TKES walk-throughs and formative observation results.	Administration, Academic Coach	N/A		IP
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)	Use Data Day meetings and Data Team documentation as evidence to strengthen staff performance specifically related to TKES standards - Assessment Strategies and Assessment Uses.	TKES walk-throughs, observations, and documentation.	Principal, Assistant Principal, SLI, and SSA	N/A		IP
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Birney

Trend	Birney			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	70.5%	71.2%		84.6%	74.0%	
On-track for Graduation	79.7%	91.5%	88.9%	90.7%	92.3%	92.7%
Career Ready	98.4%	97.4%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	4.3%	5.6%	4.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	75.7%	78.2%	76.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	41.0%	45.3%	42.0%	56.6%	57.5%	56.8%
CCRPI Score	64.1	70.5		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.