

## 2016-17 Cobb County School District Strategic Plan

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

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<b>Key Actions:</b> <i>(List as many actions as needed in each box.)</i>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> <i>(Due June 30, 2017)</i>	<b>Focus Priority Status:</b> 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>	Implement CTLS (1 <sup>st</sup> year of implementation)- to analyze growth and modify instruction in math  Use data from RI and MI to determine student level. Use information to construct guided reading and math groups for differentiated instruction.	CTLS  RI/MI  Monitor lesson plans to see guided groups	Admin team	TTIS- .5 support for the 2016-17 SY		
<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>	Create assessments in the area of math using CTLS. Teachers use MC and constructed response questions to measure learning.	CTLS	Admin team & TTIS	TTIS- .5 support for the 2016-17 SY		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Align PL to school goals and initiatives. PL will include: Guided reading/math initiatives CTLs/Touchstones portal Growth Mindset book study</p> <p>Use team assessment survey to determine individual needs of horizontal teams at Blackwell.</p> <p>Use self-assessment and goal setting to determine individual needs in the area of PL.</p>	<p>Horizontal team survey</p> <p>TKES Self-assessment</p>	<p>Admin team &amp; Professional Learning Key Team</p>	<p>N/A</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Use RI and DRA data to determine students performing in the lowest 10 percent within a class.</p> <p>Use guided reading groups to differentiate instruction for all levels.</p> <p>Use RTI Strategies to help with struggling readers.</p>	<p>RI &amp; DRA data</p> <p>RTI documentation</p> <p>other reading assessments</p> <p>lesson plans to include guided reading</p>	<p>Admin team, classroom teachers &amp; RTI team</p>	<p>New K-2 textbook acquisition for support with primary GR</p> <p>Leveled books and resources for 3-5 guided groups</p> <p>Read 180/System 44 use</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>	<p>Use MI, assessment and CTLs data to determine students performing in the lowest 10 percent within a class.</p> <p>Use guided math groups to differentiate instruction for all levels.</p> <p>Use RTI strategies to help with those struggling in math</p>	<p>MI, assessment &amp; CTLs data</p> <p>Lesson plans to include guided math</p> <p>RTI documentation</p>	<p>Admin team, classroom teachers &amp; RTI team</p>	<p>Guided math resources acquired with EIP monies (released in August)</p> <p>First in math (acquired by Blackwell)</p>		

7. Increase number of students academically completing every grade.(S)	RTI process to identify struggling learners and put proper strategies/supports in place	RTI documentation	RTI team	N/A		
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	<p>Begin process of Blackwell STEM certification through CCSD</p> <p>Implement STEM days once per quarter using the STEM model: Ask, Imagine, Plan, Create &amp; Improve</p> <p>Collaboration between STEM committee and horizontal teams to ensure that the best lessons are being implemented</p> <p>Integration of Growth Mindset model/language and strategies implemented through counseling lessons and brain breaks</p> <p>Integration and relating the Growth Mindset model with STEM activities</p>	<p>STEM days</p> <p>STEM rubrics</p> <p>Meeting Minutes to determine best practices</p> <p>RI data pre and post</p> <p>Lesson plans to include growth mindset strategies and brain breaks</p> <p>Reflection minutes on STEM days and how Growth Mindset was implemented</p>	<p>STEM committee</p> <p>Counselors</p> <p>Admin team</p>	<p>STEM supplies- foundation</p> <p>Growth Mindset materials- PTA</p>		

**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 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><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>

<p>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Implement and expand on Growth Mindset lessons and strategies in counseling and class lessons</p> <p>Continue with learning commons transformation (currently in phase 2)</p>	<p>Lesson plans</p> <p>Learning Commons Plan</p>	<p>Admin, counselors &amp; media specialist</p>	<p>TBD</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</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><b>N/A</b></p>	
<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>	<ol style="list-style-type: none"> <li>1. Use extended day tutoring plan to provide additional support. Provide additional support through system 44</li> <li>2. Use extended day tutoring plan to provide additional support. Provide additional support through first in math (purchased by Blackwell)</li> <li>3. Use RTI data to determine what specialized instruction/strategies need to be implemented</li> </ol>	<p>RI/DRA and local assessment data</p> <p>SMI and CTLS assessments</p> <p>RTI collection</p>	<p>Admin, RTI team &amp; extended day team</p>	<p>20 day funds</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><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>	

**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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					
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<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Analyze and reflect on parent surveys. Parent survey from 2015-16 SY indicate that we are positively addressing: Engaging and meaningful activities for students &amp; and we are building a positive culture at Blackwell. We need to work on our communication to parents and our community involvement according to the survey.</p> <p>Meet monthly with:</p> <p>PTA- Overarching goal: monitor teacher grants for technology and engaging materials in the class room</p> <p>Foundation- Overarching goal implementing a STEM lab at Blackwell</p> <p>School Council- Overarching goal- parent involvement at Blackwell</p>	<p>Survey results</p> <p>Meeting minutes</p>	<p>Admin team with county support</p>	<p>TBD</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Educate and involve parents with Growth Mindset roll out</p> <p>Promote PTA and Foundation events</p>	<p>Meeting minutes</p> <p>Communication Blogs/Newsletter</p>	<p>Admin team, counselors &amp; classroom teachers</p>	<p>TBD</p>		

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

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	<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>	<p>Provide leadership opportunities in the school: Monthly staff development led by individuals, Stem initiative led by school leaders</p> <p>Promote leadership and certifications through the Cobb County School District</p> <p>Promote advanced degrees: Disperse information regularly about degree programs in our area.</p> <p>Move to performance based interviews</p>	<p>Evaluations and conferences held throughout the year</p>	<p>ADMIN &amp; CCSD</p>	<p>Communication from district and colleges about programs/certificates being offered</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. <b>(AD)</b></p>	<p>Implement the Professional learning plan to ensure the following:</p> <ol style="list-style-type: none"> <li>1. Teachers are analyzing data for the purpose of instruction</li> <li>2. Differentiation/grouping occurs in the classroom</li> <li>3. Engaging strategies are being used</li> </ol> <p>CTLS plan laid out for the year</p> <p>STEM and Growth Mindset Training executed</p>	<p>PL plan</p> <p>Lesson plans</p> <p>CTLS plan</p>	<p>Admin &amp; TTIS</p>	<p>N/A</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</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><b>N/A</b></p>	
<p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>	<p>Lead pre conferences and goal setting with teachers.</p> <p>Prepare professional learning plan for a score of “2 or 3” in any given area</p>	<p>TKES data/results</p>	<p>Admin team</p>	<p>TKES Platform and TKES/LKES CCSD team</p>		



## Elementary School Key Trends: Blackwell

Trend	Blackwell			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	94.9%	72.4%		84.6%	74.0%	
On-track for Graduation	84.8%	91.1%	89.6%	90.7%	92.3%	92.7%
Career Ready	96.2%	96.4%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	9.2%	10.0%	13.9%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	80.9%	82.6%	80.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	72.2%	65.5%	67.9%	56.6%	57.5%	56.8%
CCRPI Score	83.7	79.4		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.