

## 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: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</b>	<b>Key Actions: (List as many actions as needed in each box.)</b>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions: (Due June 30, 2017)</b>	<b>Focus Priority Status: NM = Not Met IP = In Progress M = Met</b>
<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>	Grade Levels teams will meet twice a week (160 min.) to plan instruction and common assessments based on both formative and summative student data. Teachers will collaborate to analyze student data and to share ideas and strategies.	Observations Participation in meetings TKES ratings	Administration as assigned by grade level.	N/A		
<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>	Grade levels as well as support staff will develop formative assessments using a variety of resources including CTLS. Instruction will be adjusted based on data analysis.	Observations Participation in meetings TKES ratings	Administration as assigned by grade level.	N/A		
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Differentiate professional development based on content area or grade level to meet the specific needs of the teacher or student group.	Teacher feedback Surveys Evaluations Student data	Administration Academic Coach Building Leadership Team	N/A		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Analyze student reading data to adjust instruction. Strategies and plans in the following areas: RTI EIP ESOL IEP Before and after school tutoring</p>	<p>Reading Inventory (universal screener)</p>	<p>Grade Level Teacher READ 180 Teacher ESOL Teachers Special Education Teachers Tutors</p>	<p>NA</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Analyze student math data adjust instruction. Strategies and plans in the following areas: RTI EIP ESOL IEP Before and after school tutoring</p>	<p>Math Inventory (Universal screener)</p>	<p>Grade Level Teacher Teacher ESOL Teachers Special Education Teachers Math Lab Teachers Tutors</p>	<p>NA</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Identify students that are below grade level in math and reading. Strategies and plans in the following areas: RTI EIP ESOL IEP Before and after school tutoring</p>	<p>Report Card Grades Math and Reading Inventory Specific interventions.</p>	<p>Grade Level Teacher Teacher ESOL Teachers Special Education Teachers Math Lab Teachers Tutors Administration Counselors</p>	<p>NA</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue STEM certification process.</p>	<p>Observations STEM rubrics</p>	<p>All Teachers and Administration</p>	<p>NA</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p><b>*Continue Gender Based Classrooms in grades 4 and 5.</b> <b>*Continue to offer a variety of content based classed during Core X time.</b> <b>*Continue to implement STEM lessons.</b> <b>*Continue to implement digital classrooms.</b></p>	<p><b>Student achievement data</b> <b>Surveys</b> <b>Rubrics.</b></p>	<p><b>Teachers Administration</b> <b>STEM committee</b></p>	<p><b>NA</b></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>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)</p>	<p><b>1. Plans, goals and strategies from EIP, ESOL, IEP.</b> <b>2. System 44, READ 180, IREAD</b> <b>3. Tutors from various sources.</b></p>	<p><b>Formative and summative assessments.</b>  <b>RI and MI given 3 times per year.</b> <b>Data and minutes from IEP, RTI, and ESOL meetings.</b></p>	<p><b>All teachers and staff.</b></p>	<p><b>Title I funds</b> <b>20-day funds</b></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. (AD)</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>	

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Obtain state STEM certification in 2017.	Observation Rubric	All Teachers	NA	NA	
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**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> (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>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<ol style="list-style-type: none"> <li>1. Title I Meetings for all stakeholders.</li> <li>2. PTA advisory board and meetings</li> <li>3. School Counsel meetings</li> <li>4. Brumby Foundation meetings</li> <li>5. Parent Surveys</li> <li>6. Title I Surveys</li> <li>7. Curriculum parent nights</li> </ol>	<p>Observations and notes form various meetings.</p> <p>Survey results</p>	<p>All Stakeholders</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>SEE TITLE I plan</p>					

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p><b>Terrell Mill Community Association</b> <b>Powers Ferry Corridor Plan</b> <b>Community Meetings about new school</b> <b>Civic and Religious Partners</b> <b>Business Partners</b></p>	<p><b>Discussion Notes</b> <b>Surveys</b> <b>Rubrics</b></p>	<p><b>All Stakeholders</b></p>	<p><b>NA</b></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</i> <i>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><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</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>		

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Seek to hire the most qualified teachers in all subject areas. Teachers are interviewed by a variety of groups including APs, grade level teachers, and team leaders. We use a specific list of questions to fit the position needed.	Certifications TKES Scores GPA	Administration Coaches Teachers BLT members	NA		
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> )	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (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)	Teachers will attend training throughout the school year as needed to discuss strategies, assessments, and student progress monitoring.	CTLS Observations Notes from meetings	Academic Coaches Administration Teachers CTLS trainers	N/A		
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 <sup>2</sup> )	Individual teachers and administrators will be given professional learning opportunities based on need.	TKES and LKES	All Teachers and administrators	NA		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: Brumby

Trend	Brumby			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	84.0%	57.2%		84.6%	74.0%	
On-track for Graduation	88.1%	92.9%	95.6%	90.7%	92.3%	92.7%
Career Ready	99.3%	98.7%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	4.4%	5.5%	5.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	80.2%	84.1%	76.5%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	32.5%	31.8%	40.9%	56.6%	57.5%	56.8%
CCRPI Score	61.2	66.5		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.