

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)	Meet in monthly data team meetings for literacy and math to organize, analyze and examine the data as a grade level Complete the 5-step data team process based on the data in order to adjust instruction as needed based on SMART goals and identified instructional strategies	Math and Reading-pre and posttests from Reading Inventory, Math Inventory, and Touchstones The 5-step data team process will be monitored based on data team meeting minutes	Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Administration	Professional development on using the RI/MI reports		
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)	Utilize the common formative assessments from CTLS (mini-touchstones) and administer to all students.	Touchstones assessment data Team meeting notes from data team meetings	Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Administration	Full day collaborative planning days each quarter Professional development on using the RI/MI reports		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Conduct professional learning during grade level team meetings/collaborative planning days, staff meetings, and one-on-one as needed to address literacy instruction, specifically guided reading, the Reading Workshop Model, and the new Benchmarks ELA adoption</p>	<p>Increase in student achievement as determined through the collection of data from data teams and RI assessment</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration</p>	<p>Ongoing professional development on the ELA adoption</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015 Reading Scores)</p>	<p>Track the reading levels of scholars as part of our literacy data collection</p> <p>Meet with teachers monthly to monitor the data and determine strategies for scholars who are not making adequate progress</p>	<p>Track students' reading levels through literacy data teams using Reading Inventory, DRA progress monitoring, READ 180, and System 44</p> <p>Each teacher will keep a data notebook containing a data collection log, instructional strategies, and other needed resources to track where scholars are each nine weeks and will implement strategies as needed to increase achievement including the use of running records</p>	<p>Classroom Teachers EIP teachers SPED teachers Academic Coaches</p>	<p>Professional development on administering and analyzing and using running records</p> <p>Professional development on using the RI/MI reports</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Collect math data based on the critical areas in math for each grade level by following the 5-step data team process</p>	<p>Track students' math progress by using the Math Inventory and the mini-touchstone assessments in CTLS as part of the math data teams</p>	<p>Classroom Teachers EIP teachers SPED teachers Academic Coaches</p>	<p>N/A</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Track student data on a continuous basis in order to ensure that scholars are making adequate progress and to adjust instruction as needed to increase student achievement</p> <p>Utilize the RTI process in order to ensure that students are receiving the tier of instruction that is appropriate for their individual development.</p>	<p>≤10% increase from one year to the next by tracking data from Reading and Math Inventory, READ 180, System 44, and CTLS</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches School Counselors</p>	<p>N/A</p>		

<p>8. Other: <i>A focus of the workshop model in ELA, with the use of interactive notebooks, reading strategies in math, and standards boards for the core content areas.</i></p>	<p>A focus on the workshop model in ELA with the use of interactive notebooks in reading and strategies to understand problem solving in math, including model drawing and number talks, along with standards boards to organize the core content standards, vocabulary, and student work samples with commentary</p>	<p>Increase in math data achievement from the Math and Reading Inventory, READ 180, System 44, and CTLS</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration</p>	<p>Ongoing professional development of using the workshop model, interactive notebooks, and reading strategies in math</p>		
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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</p>						<p><u>Focus Priority Status:</u></p>
<p>(<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	<p>NM = Not Met IP = In Progress M = Met</p>	

Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					
	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 evaluate stakeholder input for critical processes. (AdvED)	<p>Offer clubs/activities for students to participate in outside of the school day to challenge students, along with activities that involve the parents such as Parents Night Out, Parent Information Meetings, and other social gatherings.</p> <p>Promote the communication of school events through school-wide callouts, the school Twitter page, and flyers that will be sent home</p> <p>Motivational speaker, Kindall Ficklin, to increase morale and teacher engagement</p>	Increase in the number of clubs/activities scholars and parents that attend the events	Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Admin Parent Facilitator PTA			

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	See Title I Plan	Feedback questionnaires at the conclusion of each event	Admin Parent Facilitator PTA	N/A		
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	

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 (Due September 1, 2016)					
<u>Focus Priorities:</u> (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)	<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)	Recruit teachers at job fairs and through online announcements based on job	Interviews Certification Meeting the qualification requirements for the job	Administration	N/A		

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)	Develop a professional development plan in order to ensure that all teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring, based on their specific needs, content areas, and grade levels. Use grade level team meetings/collaborative planning days, one-on-one coaching, and staff meetings to address professional learning needs that pertain to the entire grade level in regards to the math and literacy school-wide initiatives	Increase in student achievement as determined through the collection of data from RI/MI, READ 180, System 44, CTLS, and RTI Data	Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration	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 (IE²)	Use the results of TKES and LKES to improve professional performance by sharing the data from walk-throughs and/or formative evaluations with the staff on a monthly basis at staff and/or leadership team meetings	Increase in teachers utilizing resources to increase scholar achievement, which will be evident in data from RI/MI, READ 180, System 44, CTLS, and RTI Data	Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration	N/A		
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	

Elementary School Key Trends: Bryant

Trend	Bryant			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	73.8%	58.5%		84.6%	74.0%	
On-track for Graduation	78.9%	85.2%	87.8%	90.7%	92.3%	92.7%
Career Ready	95.3%	98.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	6.4%	6.6%	5.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.9%	86.0%	77.3%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	31.6%	27.5%	23.9%	56.6%	57.5%	56.8%
CCRPI Score	68.1	64.1		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.