

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 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
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)	Use differentiated instructional strategies and activities across the curriculum. Collect data to show student growth.	TKES	Certified Teachers/Staff/ Admin	Touchstones, Academic Coach and TTIS Support		
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)	Create and use common formative assessments such as the Touchstones through CTLS.	TKES	Certified Teachers/Staff/ Admin	Touchstones, Academic Coach and TTIS Support		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Create differentiated professional learning modules in Reader’s Workshop and FFAS based on staff needs.	TKES	Certified Teachers/Staff/ Admin	Bi-monthly Academic Coach, TTIS and Teacher Leader Support		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Use differentiated instructional, RTI, EIP, ESOL and SPED strategies for students below grade level.	Reading/Writing Assessment	Certified Teachers/Staff/ Admin	Common Assessments Quarterly Tier 2&3 Meetings Café		
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Use differentiated instructional, RTI, EIP, ESOL and SPED strategies for students below grade level.	Math Assessment	Certified Teachers/Staff/ Admin	Common Assessments Quarterly Tier 2&3 Meetings		

7. Increase number of students academically completing every grade.(S)	Follow RTI and Additional Year Procedures	RTI Data	Teachers/ Admin and Counselors	N/A		
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue the implementation of "Paws-a-tively" Great Behavior-school-wide positive behavior plan	Surveys	Teachers/Staff/ Admin/PTSA	Funding for rewards		

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A	
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. Use of Reader's/Writer's Workshop Model and Supplemental Materials 2. Use of Math Workshop Model and Supplemental Materials 3. EIP,ESOL, IEP, RTI Strategies	1. & 2. Pre/Post Assessment DRA Data 3. RTI data in CSIS & Data in Goalview	Certified Teachers/Staff /Admin	IXL Reading and Math CAFÉ Model Materials Read 180/System 44 Foundations 6 Min Solutions Systematic Sequential Phonics		
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.)	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>	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)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> (Due June 30, 2017)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Analyze the parent survey data to increase stakeholder involvement in decision making	Survey Results	CCSD	N/A		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Expand the Watch DOGS program to increase volunteerism among father figures	Survey Data	Staff members	N/A		

Other: (Priorities specific to school, division, or area. Can be multiple.)	Meet regularly with School Council, Bullard Foundation and PTSA Board	Anecdotal Notes	Admin and Presidents of Each Group	N/A		
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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. (IE²)	Seek to hire teachers with a variety of certification areas	Certificates	Admin	District Support		
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		
Support local school teachers and leaders to improve retention rate. (IE²) (S)	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 differentiated school focused professional learning for all staff using the academic coach, TTIS and teacher leaders.	Surveys	Admin	Academic Coach, TTIS and Teacher Leaders		

Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A		
Use results of TKES and LKES to improve professional performance (IE²)	School-wide focus on standards 2, 3, 4, 5 & 6	TKES	Admin	District Support		
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A		

Elementary School Key Trends: Bullard

Trend	Bullard			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	85.4%	80.2%		84.6%	74.0%	
On-track for Graduation	92.7%	97.8%	99.4%	90.7%	92.3%	92.7%
Career Ready	100.0%	97.8%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	24.8%	28.4%	21.6%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	87.8%	88.4%	81.9%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	67.8%	64.5%	70.7%	56.6%	57.5%	56.8%
CCRPI Score	76.5	75.1		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.