

**2016-17 Cobb County School District Strategic Plan**

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p align="center"><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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	<p align="center"><b>N/A</b></p>	<p align="center"><b>N/A</b></p>	<p align="center"><b>N/A</b></p>	<p align="center"><b>N/A</b></p>	<p align="center"><b>N/A</b></p>	<p align="center"><b>N/A</b></p>
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>1. Use data collection from the data team process and Fall, Winter, Spring data sheets to adjust math and reading instruction and provide differentiation to meet the individual needs of the learners.</p>	<p>Common Assessments Pre/ Post Test DRA, SI,MI</p>	<p>Teachers Administration</p>	<p>None</p>		
<p><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></p>	<p>1. Implement formative assessments and monitor the data during PLC meetings/ grade level meetings adjusting instruction where needed. 2. Provide scheduled time for grade levels to meet and plan based on the data collected. 3. Provide collaborative planning days for the teacher to review current data and plan with their team. 4. Provide extension opportunities for students based on formative assessments.</p>	<p>Formative Assessments  SI/ MI</p>	<p>Teachers Administration</p>	<p>\$ 5, 500 In order for the teachers to have a day of collaborative planning</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Continue PBIS training Technology Training with Christopher Croom Differentiation, Rigor and Engagement Training with Sarah Kessel</p>	<p>Professional Learning Survey</p>	<p>Administration Teachers Academic Coach</p>			

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> <li>Analyze data from DRA/ SRI and adjust guided reading groups and reading instruction.</li> <li>Provide additional support to students in reading through the use of the System 44 /Read 180 Program.</li> <li>Use our Chalker Morning Enrichment time to pull students and work on reading strategies.</li> </ol>	<p>SI / DRA  Read 180 / System 44 data</p>	<p>Teachers Administration</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>	<ol style="list-style-type: none"> <li>Use Number Talks, First in Math and math journals to increase our student's skills in computation and problem solving.</li> <li>Pull small groups of students during CME to provide them with additional support.</li> <li>Integrate math exemplars into instruction.</li> </ol>	<p>Common Assessments  Usage in First in Math  MI scores</p>	<p>Teachers Administration</p>	<p>None</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<ol style="list-style-type: none"> <li>Use data collection from the data team process to meet the individual needs of the students.</li> <li>Analyze math and reading data from Fall, Winter and Spring to monitor student progress.</li> <li>Work with parents and teachers in the RTI process to meet the child's individual needs.</li> </ol>	<p>Common Assessments  RTI Data</p>	<p>Teachers Administration Counselors Parents</p>	<p>None</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>1.Implementing PBIS (year 2) in order increase achievement and improve behavior outcomes for students.</p>	<p>Discipline data Surveys of the program</p>	<p>All Staff</p>	<p>Money for program materials and incentives \$500.</p>		

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<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>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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Provide students access to a STEM Lab where they can investigate, create and problem solve.</p>	<p>Summative Data GA Milestones</p>	<p>Stem Lab Teacher</p>	<p>Money for future salary for teacher. We have gone from 1.0 to .5 in the STEM lab</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 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 <b>(S)</b></p>	<p>1. Offer Extended Day Tutoring to 4th and 5<sup>th</sup> graders that are struggling in reading or math. 2. Implement System 44 and Read 180 to support students in reading in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade  3. Promote First in Math at school and home.  4. Utilize the RTI process to implement support strategies for students and keep parents informed.</p>	<p>Formative Assessments such as RI / MI  System 44 / Read 180 data</p>	<p>Teachers</p>	<p>none</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>	

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

<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> (<u>Due September 1, 2016</u>)</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> (<u>Due June 30, 2017</u>)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>1. Seek parent involvement on committees such as school counselor advisory, school council and Foundation.</p> <p>2. Seek parent feedback on various surveys</p> <p>3. Provide parents with a way to have input on class placement</p>	<p>Meeting Minutes</p> <p>Advanced Ed. Survey</p>	<p>Teachers Counselors Administration</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>1. Provide multiple opportunities for parents to come to the school and participate in events with their child.</p> <p>2. Invite and involve parents in conferences and RTI meetings</p>	<p>Attendance at events</p> <p>RTI Minutes</p>	<p>All Staff Parents</p> <p>Teachers, parents &amp; counselors</p>			

<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	1. Utilize the Talented Ed system to hire high quality candidates.  2. Consult with the HR department to ensure we are hiring teachers that meet the certification qualifications.	TKES Platform to evaluate teacher effectiveness	Administration HR Department			
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	

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>1. Provide scheduled times for grade level planning, PLCs and PL training.</li> <li>2. Our Academic Coach will also be providing training and working with teacher.</li> <li>3. Use the TKES commentary to provide feedback to the teachers.</li> </ol>	<p>Meeting Minutes</p> <p>Feedback from staff</p> <p>TKES Platform</p>	<p>Teachers Academic Coach Administrators</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>	<ol style="list-style-type: none"> <li>1. Provide specific and timely feedback to teachers in the TKES platform and through conferences.</li> <li>2. Participate in grade level meetings and PLCs.</li> </ol>	<p>Formative Data Survey Data TKES platform</p>	<p>Teachers Administrators</p>			
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						

## Elementary School Key Trends: Chalker

Trend	Chalker			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	89.1%	78.0%		84.6%	74.0%	
On-track for Graduation	93.8%	99.2%	97.5%	90.7%	92.3%	92.7%
Career Ready	96.1%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	18.8%	17.8%	22.6%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	85.0%	87.2%	79.3%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	67.0%	65.7%	57.5%	56.6%	57.5%	56.8%
CCRPI Score	83.9	81.9		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.