

2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	Continue to implement the data team process monthly to effectively address student needs and drive instruction by monitoring the data team process on a regular basis and providing feedback/coaching on how teams can improve the process.	Data sheets, team meeting notes	All staff			
<p>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)</p>	Use CTLS to create common assessments to assess and monitor student progress on standards	Common Assessment Results	All staff			
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	Implement schoolwide and differentiated professional development that addresses effective instructional strategies in reading, writing and math	PD evaluation sheet	Admin and academic coaches			
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	Implement READ 180/System 44 in grades 3-5	RI	READ 180 Instructors			

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Continue FLP, Flexible Learning Program, tutoring in grades K-5 for targeted students determined by rank order from results of EOGs, MI, EIP Checklist as required by FOCUS School status	MI	FLP Administrators and Instructors			
7. Increase number of students academically completing every grade. (S)	Identify and provide interventions for at risk students through the RTI process	RTI Data	RTI Lead			
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	Implement ESOL innovative model in 3 rd grade	ACCESS	ESOL Lead			

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)					
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
Identify local school innovations through system flexibility to increase student achievement. (IE²)	Implement DLI in kindergarten to increase student achievement	GKIDS Common Assessments DRA	K Teachers			
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	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)	Implement and/or continue: 1. READ 180/System 44 2.FLP Tutoring 3.RTI to increase student achievement	1. RI 2. MI 3. RTI Data	1.READ 180 Instructors 2.FLP Admin 3. RTI Lead			

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.)	Continue to provide Math Extension in partnership with Cooper Middle School for targeted 5 th grade students	EOG	Math Extension Teachers			

Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					
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: <u>(Due June 30, 2017)</u>	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Analyze School Improvement stakeholder data to ensure stakeholder satisfaction by focusing on student input regarding a safe and clean school.	School Improvement Survey	Administration			

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	Increase parental engagement through monthly Moments with Maynard	Attendance	Administration			
Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue to provide opportunities for parents to be active in the school i.e. Bring Your Parents to School Day	Attendance	Parent Facilitator			

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 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)	<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)	Continue to implement the Clarkdale Framework for hiring	Hiring rubric	Administration			

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)	Continue to provide school-wide and differentiated PLCs for all teaching staff addressing RTI, Data Teams, Para University, New Teachers' Academy, Special Education Compliance, Co-teaching, Writing, etc.	Agendas Reflection Sheets	Academic Coaches			
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/LKES self-assessment to provide schoolwide and/or differentiated professional learning opportunities	TKES/LKES ratings	Administration			
Other: (Specific to school, division, or area. Can be more than one.)	Support new teachers through New Teacher Academy	Reflection Sheets Retention Rate	Administration Academic Coaches			

Elementary School Key Trends: Clarkdale

Trend	Clarkdale			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	65.9%	61.2%		84.6%	74.0%	
On-track for Graduation	89.2%	87.7%	89.7%	90.7%	92.3%	92.7%
Career Ready	87.3%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	2.6%	5.5%	4.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	83.6%	93.2%	86.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	28.2%	38.7%	36.8%	56.6%	57.5%	56.8%
CCRPI Score	57.3	71.3		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.