

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>	<p>1. Develop strong PLCs where everyone shares goals focused on student learning, participates in reflecting on data to identify critical areas of focus, collaborates to achieve goals, and shares a collective responsibility.</p> <p>2. Implement the data team process focused on math and reading. Teachers will meet regularly to collaborate, create/use common assessments aligned with standards, analyze the results, and use the data to guide quality, differentiated instruction.</p>	<p>Surveys</p> <p>Formative and Summative Assessments</p> <p>Touchstones, RI, MI</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p>	<p>Schedules</p> <p>Norms</p> <p>Data Results</p> <p>Data Analysis Form</p> <p>SFPL Funds</p> <p>Title I Funds</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. Train staff and provide continued support to effectively utilize the CTLS system to develop formative assessments, use results to monitor students learning, and plan for differentiated instruction at all levels.</p>	<p>Formative and Summative Assessments Touchstones Lesson Plans (guided plans)</p>	<p>Administration Academic Coach Teachers Technology Integration Specialist</p>	<p>Data Results Formative and Summative Assessments Lesson Plans (On-Course) SFPL Funds Title I Funds</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>1. Schedule professional learning opportunities for the K-2 phonics program, READ 180 and System 44 classrooms, CTLS, math problem solving, PLCs, and the data team process.</p> <p>2. Provide differentiated professional learning to address the needs of the teachers in meeting instructional expectations.</p> <p>3. Provide support for our new teachers by providing monthly professional learning and assigning mentors.</p>	<p>Surveys Data Results Touchstones, RI, MI Lesson Plans TKES</p>	<p>Administration Academic Coach Teachers Technology Integration Specialist</p>	<p>Schedules Materials – teacher and students SFPL Funds Title I Funds</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> 1. Implement the K-2 phonics program, READ 180 in two 5th grade classrooms, and System 44 in one 3rd grade classrooms with fidelity. 2. Implement the Reader’s Workshop and provide daily guided reading instruction. 3. Utilize iStation and RAZKids as a reading motivator and differentiated intervention. 	<p>Data Results EOG Touchstones, RI, MI Lesson Plans TKES Common Assessments Report Cards</p>	<p>Administration Academic Coach Teachers County Coaches</p>	<p>Schedules Materials – teacher and students Lesson Plans (On-Course) SFPL Funds Title I Funds</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ol style="list-style-type: none"> 1. Implement Number Talks daily. 2. Implement the Math Workshop and provide daily guided math instruction. 3. Implement a problem-solving strategy schoolwide. 4. Collaborate to unpack math standards, plan instruction, model strategies, and observe colleagues (teacher rounds). 	<p>Data Results EOG Touchstones, RI, MI GLOSS Lesson Plans (guided plans) TKES</p>	<p>Administration Academic Coach Teachers County Coaches</p>	<p>Schedules Materials – teacher and students Lesson Plans (On-Course) SFPL Funds Title I Funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<ol style="list-style-type: none"> 1. Identify students not making progress and not meeting standards and create a plan of action to address students concerns. 2. Schedule a time for teachers to meet with administration to discuss student data and plans in place to address student concerns. 	<p>Data Results Formative and Summative Assessments Touchstones, RI, MI GLOSS RTI Intervention data</p>	<p>Administration Academic Coach Teachers Counselors</p>	<p>SFPL Funds Title I Funds RTI Portal, Interventions</p>		

8. Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 2: Differentiate resources for students based on needs.

District Focus Priorities 2016-2019 <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 (Due September 1, 2016)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
	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)	
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	1. Develop a Project-Based Learning (PBL) vertical team of teachers and begin implementation. 2. Plan units to integrate curriculum – SS/Sc/Health.	Data Results Formative and Summative Assessments EOG Touchstones, RI, MI GLOSS	Administration Academic Coach Teachers	Materials – teacher and students Lesson Plans (On-Course) SFPL Funds Title I Funds		
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	

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Provide a double-dip of reading and math for all EIP students. 2. Provide tutoring for students during the day and after school for reading and math. 3. Utilize READ 180 and System 44 in third and fifth grades. 4. Utilize iStation for reading. 	<p>Data Results</p> <p>Formative and Summative Assessments</p> <p>EOG</p> <p>Touchstones, RI, MI</p> <p>GLOSS</p> <p>EIP Checklists</p>	<p>Administration</p> <p>Academic Coach</p> <p>Teachers</p>	<p>Materials – teacher and students</p> <p>20-day Funds</p> <p>SFPL Funds</p> <p>Title I Funds</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>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u></p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</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>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ol style="list-style-type: none"> Schedule parent mtgs to share school data, the SSP, and needs of the school. Plan monthly parent mtgs. (Coffee Talks) focused on different topics to support our families. Build positive relationship and collaborate with PTA and other school partners. 	<p>Surveys Agenda Minutes</p>	<p>Administration Teachers Parents Partners of Education PTA Counselors</p>	<p>Schedules Title I Funds</p>		

Other: (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.*

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. (IE ²)	1. Utilize TalentEd portal to select and interview highly effective teachers. 2. Create interview questions that aligned with TKES and check references to guide hiring decisions.	TalentEd References Interviews	Administration Academic Coach Teachers	TalentEd		
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 ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (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. (AD)</p>	<ol style="list-style-type: none"> 1. Complete regular classroom walks to observe instructional practices. 2. Provide differentiated professional learning based on teacher needs from surveys and classroom walks/observations feedback. 	<p>Surveys TKES Data Results</p>	<p>Administration Academic Coach Teachers</p>	<p>TKES platform SFPL Title I</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ol style="list-style-type: none"> 1. Review teacher ratings to determine professional learning needs based on TKES standards. 2. Complete goal setting with teachers and provide quality feedback to improve instructional practices and recognize successes. 	<p>TKES</p>	<p>Administration Teachers</p>	<p>TKES platform</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Clay

Trend	Clay			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	57.1%	43.4%		84.6%	74.0%	
On-track for Graduation	67.9%	88.1%	75.0%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	4.5%	8.7%	7.0%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	82.5%	78.8%	81.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	30.8%	35.0%	34.5%	56.6%	57.5%	56.8%
CCRPI Score	64.7	59.2		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.