

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>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>*Extend trainings for the Instructional Framework for reading/writing workshop</p> <p>*Utilize Touchstones assessments</p>	<p>TKES</p> <p>Assessment Data in CTLS</p>	<p>Administration Coaches</p> <p>Classroom Teachers</p>	<p>N/A</p> <p>Touchstones through CTLS</p>		
<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>	<p>*Use teacher created unit pre/post-test in reading, writing, and math</p>	<p>Assessment Data</p>	<p>Teachers</p>	<p>N/A</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>*Differentiate staff development based on TKES weakness through walk-throughs and observations</p> <p>*Vertical Math Training</p> <p>*Differentiation for Small Group Instruction</p>	<p>TKES</p>	<p>Administration Coaches</p>	<p>Purchase of additional flipped equipment if funds allow</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Strategies *Utilize all text types for reading instruction *Analyze running records and conference notes to guide instruction *Continue use of Phonics Instruction K-2 *Implement higher order reading strategies through the use of extended text</p> <p>RTI/SPED-Tutoring *Continue RTI and SPED strategies for those below grade level *Provide tutoring in grades 3-5 during school day *Focused Afterschool tutoring grades 1-2</p>	<p>Milestones DRA Running Records Reading Response Journals</p>	<p>HR Teachers, tutors, RTI Committees, Academic Coaches</p>	<p>20 Day Funds General Funds Title 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>	<p>*Use of Instructional Framework and workshop model with planning template. *Provide Tutoring in grades 3-5</p>	<p>Milestones Post GLOSS Assessment</p>	<p>Teachers</p>	<p>20 Day Funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>*Utilize RTI Process *Arrange Tutoring and Saturday School *Develop Remediation Plans as needed</p>	<p>RTI Report Cards Milestones Scores</p>	<p>RTI Team</p>	<p>20 Day Funds</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>*Continue use of Instructional Framework with full components *Provide time for teacher collaboration</p>	<p>TKES Ratings Team Planning and Notes</p>	<p>Teachers Administration</p>	<p>Cell Tower Funds</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>
--	---

<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>*Adjust and continue Implementation of PMI5 *Plan Quarterly extended Specials for Data Teaming</p>	<p>Data Template Assessments</p>	<p>5th Grade Team Coaches Specialist</p>	<p>N/A</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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 (S)</p>	<ol style="list-style-type: none"> 1. Tutoring in grades K-2 to remediate, accelerate, and extend basic reading skills 2. Tutoring in 3-5 for math skills and dedicated math skills block daily 3. Refer students to RTI for more individualized interventions, Remediation 	<p>Pre/Post Data Collection for tutoring Data in CSIS</p>	<p>Administration Tutors RTI TEAM Academic Coaches</p>	<p>20 Day 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>	

Other: (Priorities specific to school, division, or area. Can be multiple.)	*Schedule Varied Tutoring	Pre/Post Data Collection for tutoring	Coaches and Tutors	20 Day Funds Title Funds		
	*Conduct Small Group and Individual Conferences within the Instructional Framework	Assessment Data	Classroom Teachers	Staff Development		
	*Enhance content instruction with literacy focus	Assessment Data	Content Interventionist			

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 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 evaluate stakeholder input for critical processes. (AdvED)	*Use of Surveys (Title I, Event Surveys) *Utilize input from School Council	School Surveys Agendas and Meeting Notes	Administration Parent Facilitator	Callouts Memos Home		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	*Host Informational Parent Nights for each grade level individually *Host a Back to School Night *Maintaining Class and Math Blogs	Attendance at Events	Coaches Classroom Teachers Administration	N/A		

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						
---	--	--	--	--	--	--

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</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: (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>*Hire teachers with strengths in literacy and math</p>	<p>*Teacher Retention</p>	<p>Administration</p>	<p>N/A</p>		
<p>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)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE²) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>*Design Professional Development Plan *Develop two fold Teacher Induction Program that includes instructional/classroom support and mentoring</p>	<p>Milestones Retention Rates TKES Evaluations</p>	<p>Coaches Administration , Teachers, Coaches</p>	<p>Professional Learning Funds Title Funds</p>		

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)	*Provide Individualized support to assist in teacher growth	TKES Rating	Administration			
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Compton

Trend	Compton			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	75.9%	48.3%		84.6%	74.0%	
On-track for Graduation	89.4%	92.2%	92.5%	90.7%	92.3%	92.7%
Career Ready	95.7%	99.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	7.3%	10.9%	10.7%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	82.7%	88.9%	79.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	31.0%	34.0%	34.7%	56.6%	57.5%	56.8%
CCRPI Score	62.4	63.4		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.