

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 (<u>Due September 1, 2016</u>) | | | | | |
|--|---|--|--|----------------------|--|--|
| <i>Focus Priorities:</i> (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>) | <i>Focus Priority Status:</i> 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) | <p>Conduct review of all state and national summative assessments and identify patterns in student achievement.</p> <p>Examine Reading Inventory and Math Inventory Data</p> <p>Utilize the Data Team process to implement appropriate instructional strategies</p> | <p>Review dates and process</p> <p>RI and MI results</p> <p>Data Team Logs</p> | <p>Administrators Teacher Teams</p> <p>Administrators Teachers</p> <p>Data Team Teachers</p> | N/A | | |
| 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>Implement Flexible Formative Assessment System on CTLS</p> <p>Implement differentiation strategies based on student performance data</p> | <p>FFAS Data</p> <p>TKES ratings on Differentiation</p> | <p>FFAS Trainer Teachers</p> <p>Teachers</p> | N/A | | |
| 4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD) | <p>Provide Professional Learning to support the implementation of FFAS through the CTLS System.</p> <p>Utilize vertical Key Content Teams for feedback</p> | <p>Meeting agendas</p> <p>Meeting agendas</p> | <p>FFAS Trainer Teachers</p> <p>Administrators Teachers</p> | N/A | | |

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|---|--|--|---|------------|--|-----------|
| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p> | <p>Implement Reduced Class Size Model for Early Intervention Program (EIP) in grades 2-5</p> <p>Utilize small group EIP for students in K-1</p> <p>Provide small group reading instruction K-5</p> <p>Conduct regular monitoring of student progress data via Response to Intervention (RTI)</p> | <p>Class Size</p> <p>Number of students served</p> <p>Lesson Plans, TKES</p> <p>RTI Portal</p> | <p>Administrators Teachers</p> <p>Adminstrators, Teachers</p> <p>Teachers</p> <p>Counselors, Teachers</p> | <p>N/A</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>Continue regular use of Number Talks</p> <p>Continue practices to improve fact fluency</p> <p>Continue problem solving framework lessons</p> <p>Advanced Learners grades 1-5 utilize Algebra Program</p> | <p>Lesson plans</p> <p>Lesson plans</p> <p>Lesson plans</p> <p>Target plans</p> | <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Target teachers</p> | <p>N/A</p> | | |
| <p>7. Increase number of students academically completing every grade. (S)</p> | <p>Response to Intervention process</p> <p>Provide Extended Day Tutoring</p> | <p>RTI data</p> <p>Tutoring Rosters</p> | <p>Counselors, Teachers, Administrators</p> <p>Teachers, Administrators</p> | <p>N/A</p> | | <p>IP</p> |
| <p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | | | | | | <p>IP</p> |

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

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| <p>District Focus Priorities 2016-2019</p> | <p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p> |
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|--|--|---|---|--------------------------|---|--|
| Identify local school innovations through system flexibility to increase student achievement. (IE²) | Expand technology resources school-wide Implement a Learning Commons Continue the Science/STEM Lab with Foundation Funded Instructor | Technology purchases Learning commons calendar Science Lab schedule | Administrators Media Specialist, Administrators Teachers Instructor Administrators 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) | 1. Utilization of extended day tutoring Reading 1. Utilization of Reduced Class Size Model for Early Intervention Program 2. Utilization of extended day tutoring Math 2. Utilization of EIP teacher for additional support 3. RTI process | Tutoring data TKES scores on differentiation Tutoring data EIP schedules RTI data | | | | |
| 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.) | | | | | | |

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

| <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>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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p> | <p>Utilize the CCRPI School Climate Surveys</p> <p>Routinely seek input during School Council, PTA, Davis Foundation Meetings, Key Teams, Grade Level meetings</p> | <p>Survey results</p> <p>Stakeholder input Meeting notes</p> | <p>Administrators</p> <p>Administrators</p> | <p>N/A</p> | | |
| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p> | <p>Parental Engagement- Open House, Conferences, PTA, School Council, Foundation, All Pro Dads, parent volunteers, Family Nights</p> <p>Increased Communication- eblasts, calls outs, BLOGs, weekly letters</p> <p>Parent groups strategically fundraise to support SSP goals</p> | <p>Events on the school calendar</p> <p>Communication frequency</p> <p>Fundraising amounts</p> | <p>Administrators Teachers</p> <p>Administrators Teachers Parents</p> | | | |
| <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.*

| District Focus Priorities 2016-2019 Focus Priorities: (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) | | | | | |
|--|---|--|--|--------------------------|---|--|
| | 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) | Implement New Teacher Induction Program with mentoring Monitor and support new hires through implementation of TKES | Participant feedback TKES scores | Administrators Administrators | | | IP |
| 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 | |
| Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD) | Implement professional learning aligned to SSP goals Teacher collaboration horizontally and vertically- grade level teams and Key Teams | Professional learning plan Team Reports | Administrators Teachers Teachers Administrators | | | |
| 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 (IE ²) | TKES- improve standards aligned to Formative Assessments: Differentiation, Assessment Strategies, Assessment Uses LKES- improve standards aligned to SSP goals- Instructional Leadership and Planning and Assessment | TKES scores LKES scores | Teachers, Administrators ADMIN. | N/A | | |

Other:
(Specific to school, division, or area.
Can be more than one.)

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Elementary School Key Trends: Davis

| Trend | Davis | | | Cobb | | |
|--------------------------|--------|--------|--------|-------|-------|-------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Lexile Levels 5th Grade | 93.5% | 83.5% | | 84.6% | 74.0% | |
| On-track for Graduation | 100.0% | 99.1% | 100.0% | 90.7% | 92.3% | 92.7% |
| Career Ready | 95.0% | 100.0% | 100.0% | 93.6% | 96.9% | 98.0% |
| Advanced Academics | 32.0% | 32.0% | 28.6% | 15.8% | 16.9% | 17.1% |
| Stakeholder Satisfaction | 84.0% | 88.6% | 83.1% | 82.9% | 86.9% | 81.4% |
| Iowa Reading 3rd Grade | 81.1% | 75.5% | 81.1% | 56.6% | 57.5% | 56.8% |
| CCRPI Score | 89.6 | 81.5 | | 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.