

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 (Due September 1, 2016)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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)	<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)	*Collaboratively plan differentiated instruction based on student data during grade-level PLCs	*SRI (F) *SMI (F)	*Teachers *Academic Coach	*Designated Collaborative Planning Sessions *iRespond		
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)	*Develop, adjust, and deliver math common assessments *Deliver a writing assessment in grades 3-5	*SRI (F) *SMI (F) *Write Score writing assessment (F)	*Teachers *Academic Coach	*Designated Collaborative Planning Sessions *Purchase Write Score Assessment (2/year) *iRespond		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	*Plan professional learning to support school improvement initiatives, e.g. vocabulary & writing strategies, differentiation strategies, engagement strategies, specialized instructional strategies for SWD and ESOL, technology integration	*SRI (F) *SMI (F)	*Academic Coach *SSA *TTIS *Teachers	*Professional Learning Sessions – grade level and vertical teams		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>*Implement strategies that support school improvement initiatives (see #4 above) to increase reading comprehension *Monitor reading data for groups affecting our gap scores (SWD and ESOL) *Utilize Read180 and System44 as an intervention for students scoring in the lowest 25% on SRI or EOG Assessments</p>	<p>*SRI (F) *System 44 and Read 180 (F)</p>	<p>*Teachers *Academic Coach *Administrators</p>	<p>*Licenses for System 44 and Read 180 *Tutors (Title I and 20-Day \$)</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>*Implement strategies that support school improvement initiatives (see #4 above) to increase math achievement *Monitor math data for groups affecting our gap scores (SWD and ESOL) during PLCs; SWD and ESOL teachers will plan and provide strategies that support grade level standards during collaboration</p>	<p>*SMI (F)</p>	<p>*Teachers *Academic Coach *Administrators</p>	<p>*Tutors (Title I and 20-Day \$)</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>*Focus on ensuring that all second grade students are ready to move on to 3rd grade – score 80% or better on all common math assessments and have a Lexile score of 550 or higher *Employ tutors to support lowest quartile students *Create a plan for the students who do not meet proficiency (79% or lower) on common assessments to include small group remediation by the classroom teacher or push-in tutor</p>	<p>*SRI (F) *SMI (F)</p>	<p>*Teachers *Academic Coach *RTI Teams *Administration</p>	<p>*Tutors (20-Day & Title I Funds)</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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 (Due September 1, 2016)</p>					<p><u>Focus Priority Status:</u> 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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>*Establish a Dual Language Immersion Kindergarten *Establish Advanced Content Reading/ELA and Math courses in 4th Grade *Maintain the No Place for Hate program</p>	<p>*SRI *SMI *Discipline Data</p>	<p>*Teachers *Professional School Counselors</p>	<p>*DLI teaching resources and related professional development *AC course resources and related professional development *Funds to purchase rewards and tickets to recognize students for exhibiting good character</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>	

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.Maintain the System44/Read 180 Lab; Establish EIP reduced-class size model at all grade levels; Utilize Title I and 20-day tutors 2.Establish EIP reduced-class size model at all grade levels; Utilize Title I and 20-day tutors 3.Implement RTI Process w/ interventions	*SRI (F) *Running Records (F) *SMI (F) *Math Touchstones (F)	*Teachers *Academic Coach *Administration *Counselors *SSA	*System44/Read 180 licenses *Title I and 20-day funding		
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><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 (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><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>

Seek and evaluate stakeholder input for critical processes. (AdvED)	<ul style="list-style-type: none"> *-Plan at least 2 opportunities for stakeholders to give input on school improvement efforts, the Title I Plan and resources *Utilize School Council to provide input on school improvement efforts and resources *Implement weekly e=calendar and monthly e-newsletter to improve communication 	<ul style="list-style-type: none"> *AdvanceEd Survey results *Title I Parent Survey results *School Council minutes *Newsletter & Calendar of Events 	<ul style="list-style-type: none"> *Administration *Parent Liaison *School Council members 	*None		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	*Develop the Title I Plan to include multiple opportunities for parental involvement	<ul style="list-style-type: none"> *Sign-in Sheets *School Calendar of Events 	<ul style="list-style-type: none"> *Parent Liaison *Staff 	*Building the Contributions and Capacity of Parents Professional Learning		
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	*Support new hires through Dowell's New Teacher Academy; focus on providing PD in best practices to support effectiveness *Utilize walkthrough data to identify areas of weakness in instructional practice and provide PD to make improvements	*TKES walkthroughs and observations *New Teacher Academy agendas *Professional Learning Log	*Administrators *Academic coaches	*None		
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)	*Participate in grade-level and vertical PLCs *Participate in grade-level Data Teams *Provide professional learning for new and veteran staff *Provide new teacher mentoring and formal induction program	*Proficiency on TKES Evaluation *Professional Learning Log	*Administrative Team *Teachers *Academic Coach *TTIS	*Teaching & Learning Support as needed		
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)	*Use TKES self-assessment and walkthrough data to identify professional learning needs *Use LKES Survey results to identify areas of improvement for administrative team *Ensure that any teacher scoring in Level I or II is on a PLP	*TKES self-assessment *LKES Surveys *TKES walkthrough and formative assessment results	*Administrative Team *Academic Coach	*None		

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

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Elementary School Key Trends: Dowell

Trend	Dowell			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	84.2%	66.2%		84.6%	74.0%	
On-track for Graduation	94.7%	84.8%	90.3%	90.7%	92.3%	92.7%
Career Ready	99.4%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	10.7%	10.0%	10.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.5%	85.7%	79.9%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	43.1%	58.2%	52.8%	56.6%	57.5%	56.8%
CCRPI Score	79.3	74.6		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.