

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)					
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
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)	Monitor student progress quarterly in critical content areas in order to adjust instruction and resources.	RI and MI	Administration and all staff	RI, Mi, time for data team meetings		
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)	Continue to use local school assessments to monitor student progress. Meet in data teams to review assessments and plan instruction based on student needs.	RI, MI, local school assessments	Administration and all certified staff	Time for grade level collaboration; Benchmark assessments		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Create professional learning goals in TEKS based on student performance and staff self-assessments; provide targeted professional development to build literacy instructional skills	TKES	Administration and all TKES evaluated staff	Resources to support team and individual professional development goals		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Increase reading stamina on each grade level. Utilize a variety of resources including online resources to build literacy skills. Utilize the new language arts materials in K-2. Implement a systematic phonics program in K-1.	RI and classroom reading assessments	Administration and all certified staff	Phonics Dance materials; System 44/Read 180; Time for data teams		

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Continue implementation of the Math Lab in the specials rotation. Utilize Education Galaxy to support math instruction.	MI; Math problem solving projects in Math Lab	Administration and all math teachers	Math problem solving ideas – STEM integrated ideas		
7. Increase number of students academically completing every grade. (S)	Implement Accelerated Content classes in fourth grade. Compact in ELA and Math in fourth and fifth grades to meet student needs. Provide extended day tutoring for at risk students	RI, MI, local school assessments, EOG, report card grades	Administration and all certified staff	AC support from the central office; Extended day funds; ELA and Math Resources		
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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)					
	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)	Begin to explore STEM certification. Begin implementation of a PBIS behavior system.	STEM certification criteria	All Staff	Support from central office; collaboration with STEM schools		
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. Implement System 44 /Read 180 with at risk readers in 3 rd , and 4 th grades; Increase reading stamina through increased independent reading time. 2. Utilize Education Galaxy, Math Lab, and online resources to build math skills 3. Provide extended day tutoring for at risk students.	RI, MI, EOG, System 44/Read 180 data, and local school assessments	Classroom Teachers	System 44/Read 180, Raz-Kids, Education Galaxy, extended day tutoring funds		
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.*

<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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> (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)	Involve the School Council, PTA, and Foundation Board in reviewing mission and goals for PBIS.	Minutes from meetings, AdvEd Survey	Administration and staff representative on each group	N/A		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Communicate the variety of events being offered at the school through all mediums. Provide parent meetings for new AC classes.	Participation in school events.	All staff	Support with presentation materials for AC, gifted eligibility, etc.		

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.*

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)
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Include additional staff in the interview process – specifically including staff from the grade level that has openings.	Retention rate; TKES Assessment; Classroom Walkthroughs	Administration	HR Support in screening candidates		
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)	Develop a professional development plan which addresses the team and individual goals staff have entered in TEKS.	Success of TEKS goals	Administration and TEKS evaluated staff	Professional development funds for training and for resources		
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 opportunities for vertical teaming, peer coaching and observations through flexible specials schedule. Use technology to capture best practices throughout the year.	Number of peer observations; videos of instruction	Certified staff	N/A		

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

--	--	--	--	--	--	--

Elementary School Key Trends: Due West

Trend	Due West			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	96.0%	80.8%		84.6%	74.0%	
On-track for Graduation	91.3%	94.4%	97.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	23.5%	23.2%	26.6%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.4%	85.9%	84.9%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	76.3%	82.2%	78.0%	56.6%	57.5%	56.8%
CCRPI Score	90.2	84.2		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.