

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;"><i>Focus Priority Status:</i></p> <p style="text-align: center;">NM = Not Met IP = In Progress M = Met</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><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Utilize CTLS in grade level data teams to create/upload common formative assessments and access the data in order to plan for targeted remediation/extension for students.</p> <p>Use of data notebooks (as part of the reading workshop model) by classroom teachers to strategically adjust instruction and provide differentiation.</p>	<p>Formative Assessments</p> <p>Math Inventory</p> <p>Data Notebook Look-Fors</p> <p>Reading Inventory</p>	<p>Grade level teams</p> <p>Individual teachers</p>	<p>CTLS training</p> <p>Collaboration time for data teams</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>Work in grade level data teams to create, implement, and analyze formative assessments and results in Math.</p>	<p>Formative Assessments; Math Inventory Milestones</p>	<p>Grade level data teams</p> <p>Individual teachers</p>	<p>CTLS training</p> <p>Collaboration time for data teams</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Ongoing job-embedded professional learning: CTLS training, Gifted Endorsement class, Orton Gillingham certification</p>	<p>Teacher participation in trainings and implementation of common assessments and learned strategies.</p> <p>Student results.</p>	<p>Admin, Grade level teams</p>	<p>Foundation funding for training and collaboration time.</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Strategic differentiation for students in reading based on exhibited need on formative assessments delivered in the Reading Workshop framework, Orton-Gillingham trained teachers specializing in reading acquisition skills.</p>	<p>DRA, Columbia College Reading Assessments, Reading workshop conferences.</p>	<p>Classroom teachers, EIP teachers</p>	<p>Reading Workshop Units of Study, Columbia College running records, collaboration time.</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>Create, implement, and analyze common formative assessments. Provide targeted differentiation in math.</p>	<p>Common Assessment Results Math Inventory Milestones</p>	<p>Teachers EIP teachers Math Lab teacher</p>	<p>CTLs training Collaboration time for grade level data teams.</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Strategically differentiate instruction based on formative assessment data. RTI process followed with fidelity</p>	<p>DRA, MI, RI, Common Formative assessments, RTI strategy data, Report card grades, number of students retained.</p>	<p>Classroom teachers, SSA, SLI support, Guidance counselor support</p>	<p>Collaboration time for grade level data teams and teacher collaborative planning.</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>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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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>	<p>1. Tutoring/EIP/Differentiated instruction/RTI Strategies 2. Tutoring/EIP/Differentiated instruction/RTI Strategies 3. Tutoring/EIP/Differentiated instruction/RTI Strategies</p>	<p>IOWA lexile results DRA Common Formative Assessments Reading Inventory Math Inventory Common math rubrics</p>	<p>Teachers Administration Counselors (Closing the Gap Action Plan)</p>	<p>CTLS training to refine data team process</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>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>					
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Utilize AdvancED surveys to identify areas of weakness and implement strategies to address</p>	<p>AdvancED surveys</p>	<p>Admin team/Stakeholders</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>1. Newly formed STEAM parent committee to collaborate with math lab/science lab/art and staff STEM committee to provide STEAM activities monthly for grade level teams to implement with students. Annual STEM night for parents to be continued. 2. Continue collaboration with PTA and East Side Foundation to provide support for instructional programs and teacher collaboration.</p>	<p>Committee outcomes: Monthly STEAM activities for students, annual STEM night, attendance at parent events</p>	<p>STEAM committee Admin Math lab/science lab/Art teachers</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.*

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	<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>Continue to implement consistent and rigorous screening and interview processes.</p>	<p>TKES evaluation process and staff retention rates</p>	<p>Administration</p>	<p>Job Fairs, competitive recruitment practices, Continued early allotment process</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>Provide continuous job-embedded professional learning and coaching, new teacher induction and mentoring, grade level common planning and collaboration time</p>	<p>TKES evaluation CTLS data supporting student progress</p>	<p>Administration Mentors Mentees Teacher leaders</p>	<p>Processes for common scoring of student work and collaborative planning. PTA and Foundation support for providing training</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>	

Use results of TKES and LKES to improve professional performance (IE ²)	Mid-year conferences to plan professional learning, observation feedback targeted and specific, implementation of PLP when appropriate and warranted	TKES TEM scores and performance ratings	Administration	TKES Electronic platform Time		
Other: (Specific to school, division, or area. Can be more than one.)	NA					

Elementary School Key Trends: East Side

Trend	East Side			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	96.3%	93.3%		84.6%	74.0%	
On-track for Graduation	95.2%	97.5%	94.8%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	25.9%	28.2%	30.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	82.9%	87.4%	81.1%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	78.9%	88.7%	81.9%	56.6%	57.5%	56.8%
CCRPI Score	94.6	93.3		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.