

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:</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: (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)	Use Reading Inventory and Math Inventory data in grade level data team analysis.	RI and MI assessments given in August, December, and May Grade level data team minutes	K-5 certified teachers Schoolwide Data Action Team	RI and MI Assessments		
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)	Utilize Units of Study quick writes to monitor growth.	Unit pre and post writing pieces quarterly	K-5 certified teachers	Existing Units of Study curriculum		
	Grade level teams select common formative math assessments from My Math and/or Touchstones assessments.	MI assessments and Georgia Milestones Assessment	K-5 certified teachers	My Math and Touchstones Assessments		
	Use formative assessments from Units of Study for writing.	Milestones	K-5 certified teachers	Units of Study curriculum		

4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Use PLC format and vertically aligned action teams to engage teachers to take ownership in professional growth.	Action Team meeting minutes AdvancED Staff Climate Survey	Vertically aligned action teams	AdvancED survey		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Use RI results to quickly identify students needing additional support, RTI, 20 Day Funds tutoring, and early intervention.	RI Reports	K-5 certified teachers C and I Action Team	Lexile scores from 2017 Milestone Assessment		
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Use MI results to quickly identify students needing additional support, RTI, 20 Day Funds tutoring, and early intervention.	MI Reports	K-5 certified teachers C and I Action Team	Math quantiles scores from 2017 Milestone Assessment		
7. Increase number of students academically completing every grade.(S)	Use EIP models, in school 20 Day Tutoring, Read 180 and System 44 to remediate students. Use MI and RI as a diagnostic and formative assessment to monitor student growth toward mastery.	Flag students being mentored and quarterly review of MI and RI reports in grade level data team meetings	K-5 certified teachers Data Action Team	System 44 software Read 180 MI and RI reports		
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)					
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

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Using daily guided reading instruction and Implementing new K-2 ELA Adoption, System 44 2. Utilizing IXL, grade level math incentive programs, Math Pro/Math Master student recognition program 3. Implementing career and college lessons and portfolios 	<p>Reading Inventory</p> <p>2.IXL, Math Pro/Master</p> <p>100% completion rate</p>	<p>K-5 certified teachers</p> <p>K-5 certified teachers</p> <p>guidance counselors</p>	<p>RI Assessment and new ELA adoption materials</p> <p>IXL, Math Pro/Master</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.*

*District Focus Priorities
2016-2019*

2016-17 Aligned Actions and Measurements
(Due September 1, 2016)

<p><u>Focus Priorities:</u> (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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Collect and evaluate stakeholder perception data through quarterly School Council Committee meetings</p>	<p>AdvancED community survey School Council Committee election</p>	<p>Community and Parent Relations Action Team School Council Committee</p>	<p>stakeholder survey</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Investigate opportunities to increase parent involvement within ESOL student population</p>	<p>AdvancED community survey ACCESS test results</p>	<p>CPR Action Team Administration</p>	<p>Support from ESOL consultants</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.*

<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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Screen, interview, and select highly qualified candidates that have ESOL and Gifted endorsements</p>	<p>Teacher Effectiveness Measure TKES observations</p>	<p>Administration</p>	<p>Larger pool of highly qualified candidates with ESOL and Gifted endorsements</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 year-long professional learning opportunities; team collaboration; mentor program, monthly new teacher meetings</p>	<p>TKES platform</p>	<p>K-5 Certified teachers and Administration</p>	<p>Grants; Professional Learning funds</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>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Improve teacher performance through timely feedback, conferencing, documentation, individualize professional learning</p>	<p>TKES Full and Flexible observation cycles and formative assessments</p>	<p>Administration</p>	<p>TKES online platform</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Eastvalley

Trend	Eastvalley			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	84.7%	76.3%		84.6%	74.0%	
On-track for Graduation	92.6%	88.2%	85.9%	90.7%	92.3%	92.7%
Career Ready	94.7%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	22.1%	31.7%	24.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.5%	84.2%	78.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	67.1%	78.6%	68.8%	56.6%	57.5%	56.8%
CCRPI Score	88.9	86.7		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.