

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>Identify and implement effective instructional strategies in response to student performance data through ongoing professional learning team days for all grade levels.</p> <p>Provide ongoing professional learning team days to discuss instructional strategies and examine student progress</p> <p>Provide data team days for all grade levels.</p>	<p>Data Team Meeting Agendas; Mid-Year Data Conferences</p> <p>TKES Walkthroughs, Observations & Evaluations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Data Team days are funded with SFSD and Title money</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>Develop and implement grade level flexible formative assessments for science and social studies.</p> <p>Utilize assessments provided through CTLS for math and reading.</p> <p>Analyze this data to determine next instructional steps and flexible grouping of students</p>	<p>Local flexible formative assessments</p> <p>District Wide Screeners</p>	<p>Teachers Academic Coaches Administrators</p>	<p>CTLS training will be provided for all new staff. Refresher training for returning staff. Training will be provided by district TIS</p>		

<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Implement training from professional learning team days with specific focus for each content area and monitor implementation</p> <p>Incorporate training on differentiation strategies for remediation and enrichment and monitor implementation.</p> <p>Provide training for Units of Study in Writing to insure program is used with fidelity.</p>	<p>Data Team Meeting Agendas; Agendas from professional learning days and training days.</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Title I SFPL Funds</p>		
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>Implement Guided Reading to track and improve student performance in reading. Provide guided reading instruction daily in grades K-5.</p> <p>Incorporate Really Great Reading program for students served in small group special education to develop foundational phonics and reading skills. Students served in small group pull-out instruction are ability grouped to meet specific needs in literacy.</p> <p>Include daily phonics instruction in grades K-3. Implement the Benchmark phonics program in kindergarten as part of the Ready to Read initiative.</p> <p>Implement Literacy Lab as part of specials rotation for grades K-3.</p> <p>Incorporate into classroom instruction RTI and intervention strategies for students reading below level</p>	<p>Ongoing classroom assessments, DRA, Running Records, Monitor Lexile Scores using district wide screeners</p> <p>Assess kindergarten phonics every 10 days</p>	<p>Teachers Academic Coaches Administrators</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>Provide guided math instruction daily in grades K-5</p> <p>Focus on fact fluency and estimation.</p> <p>Include daily problem solving and Number Talks in all math instruction grades K-5.</p>	<p>Ongoing classroom assessments, common formative assessments, weekly fact fluency check using iRespond District wide screeners</p>	<p>Teachers, students, Coaches, and Administrators</p>			
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Focus data team discussions on student progress monitoring and monitor implementation</p> <p>Provide additional instructional time for struggling students through IE2 proposal and 20 Day funded academic camps.</p>	<p>Student progress monitoring through CTLS and data cards Pre and post assessment data</p>	<p>Teachers, students, Coaches, and Administrators</p>			
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase student attendance rates by monitoring attendance reports, conferencing with students and parents/guardians, and following the county guidelines for referrals to the school social worker.</p> <p>Offer Attendance initiatives through guidance office "At-Ten-Dance" celebration at 10:00 each Friday. "Count Me In" attendance celebrations for students with 100% attendance during each quarter.</p> <p>Recognize students with improved and/or consistent attendance at school assemblies</p>	<p>Consistent monitoring of Synergy for attendance</p>	<p>Teachers, students, Coaches, and Administrators , Counselors, Social Worker</p>			

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

<p>Focus Priorities: (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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Provide Flexible schedule (work hours) to provide additional instructional time for student remediation and enrichment. 8:00-3:30</p> <p>Provide K/1st Transition Class for students who are academically not prepared for 1st grade but not in need of a full additional year of kindergarten.</p> <p>Provide dual language immersion class in kindergarten.</p>	<p>District Wide Screeners, CTLS Data</p> <p>Student progress monitoring data to identify students for program and assess progress during program.</p>	<p>Teachers, students, Coaches, and Administrators</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</p> <ol style="list-style-type: none"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<ol style="list-style-type: none"> Use IE2 initiatives to support remediation programs in reading. Use IE2 Initiatives to support remediation programs in math Use IE2 initiatives to support remediation programs for students performing below grade level in core content subjects. 	<p>Student progress monitoring, RTI data, Goalview data, SRI, DRA, Common Assessments, District Wide Screeners</p>	<p>Teachers, students, Coaches, and Administrators</p>	<p>20 Day Instructional Funds.</p> <p>Title I Funds</p> <p>IE2 approvals</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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)	Maintain Lighthouse Status as a measure of our commitment and success with The Leader in Me student leadership program	Evaluation and monitoring by school Lighthouse Team based on recommendations from the Covey Foundation	Teachers, students, Coaches, and Administrators	Cell Tower Money \$3,900.00		

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)					
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 evaluate stakeholder input for critical processes. (AdvED)	Use feedback from surveys to develop SSP and Title I Schoolwide plan as well as locally presented parent workshops See Title I plan for detailed parental involvement initiatives	Survey Results TKES, LKES, AdvancEd, Title I Title I Surveys	Teachers, students, Coaches, and Administrators			

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Provide monthly parent workshops aligned to parent requests/input on Title I surveys.</p> <p>Provide family friendly PTA sponsored activities</p> <p>Provide translators for all parent events</p>	<p>Workshop agendas, event flyers</p>	<p>Parents, staff, and students</p>			
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Nurture existing partnerships with local churches and businesses to support the school's weekend food program (Backpack Blessings) and to provide funding for classroom supplies and field trips.</p> <p>Establish additional Partners in Education to provide mentors and financial resources for schoolwide initiatives.</p>	<p>Increase in partnerships</p>	<p>All Staff and students</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><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
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Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Attend all job fairs to identify highly qualified candidates. We will conduct brief interviews at job fairs, review resumes, review references, and invite highly qualified candidates for interviews with our administrative team.	Teaching Certificates will be reviewed. All candidates hired will be evaluated using TKES. Frequent walkthroughs and observations will be used to evaluate teacher effectiveness.	Administrators			
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)	Provide professional learning teams for small group training Provide release time for beginning teachers to observe highly effective instructional practices and behavior management techniques. Provide data team days for student progress monitoring	Walkthroughs, observations, student and staff surveys	Teachers, students, Coaches, and 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 (IE²)	Review results of student surveys with individual teachers and plan for improvement Review results of leadership surveys and plan for improvement	TKES and LKES Results	Teachers, Coaches and Administrators			

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

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Elementary School Key Trends: Fair Oaks

Trend	Fair Oaks			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	76.1%	49.6%		84.6%	74.0%	
On-track for Graduation	83.2%	78.2%	84.8%	90.7%	92.3%	92.7%
Career Ready	98.3%	95.5%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	3.4%	3.9%	3.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	87.6%	92.0%	88.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	21.9%	26.6%	17.0%	56.6%	57.5%	56.8%
CCRPI Score	63.4	60.8		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.