

## 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 <sup>2</sup> , 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. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	- Strengthen the data team process through the implementation of FFAS	TKES ratings on standard 4 and 6	Administration	TTIS support		
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. <b>(S)</b>	- Administer mini touchstones in ELA and Math across all grade levels - Implement FFA through CTLS	TKES ratings on standards 5 and 6	Administration	TTIS support		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	- Provide additional CTLS training for all staff in the FFA system - Provide STEM training for all new paras and teachers - Provide writing training for all teachers on constructed response	TKES ratings on standards 1 and 4	Administration Grade level PLCs	TTIS, Colleen Cauffiel, Catherine Padgett, district Teaching and Learning staff PL funds		
5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	- Continue RTI strategies for students below grade level - Implement IEP objectives with fidelity for those students with learning disabilities - Provide after school tutoring for students identified as below grade level readers	RI and ELA Mini-touchstones	Administration Special Ed teachers and grade level PLCs	SSA Counselors 20 Additional Day funds		

6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math & HS Algebra Scores)	- Implement Number Talks - Implement Model Drawing strategy for problem solving - Implement Math Academy for above level students	MI and Math Mini-touchstones	Administration Teachers	District teaching and learning staff 20 Additional Day Funds		
7. Increase number of students academically completing every grade. <b>(S)</b>	-Monitor students in consideration for retention beginning January 2017 - Continue RTI process to identify students struggling and provide support at each grade level - Continue additional year procedures with revisions based on Milestones and guidelines established by the state and district	RTI data Number of students retained	Administration Counselors Classroom teachers	N/A		
<b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	- Collaborate quarterly to plan and implement STEM/PBL units - Implement quarterly STEM focus days - Encourage and support classrooms using BYOD (3 <sup>rd</sup> -5 <sup>th</sup> grade and ALP)	TKES rating on standard 3 and 8	Administration	Colleen Cauffiel and Catherine Padgett		

**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 Priority Status: NM = Not Met IP = In Progress M = Met
	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)		
Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>	Implement the IE <sup>2</sup> contract as approved by CCSD to realign when certain content is taught to better integrate units for STEM and PBL	Summative review of units	Administration and grade level PLCs				
Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	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 <b>(S)</b>	1. Implement Read 180 for identified students  2. Implement EIP reduced class model and pull-out support 3. Implement plan to provide tutoring in reading and math	RI and DRA MI Mini Touchstones in reading and math	Administration EIP teachers Grade Level PLCs	20 Additional Day 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. <b>(AD)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Revise our RTI procedures with a focus on grade level conversations regarding students needing additional interventions	RTI data	Counselors SSA Grade level PLCs			

**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>						<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)		

Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Review parent and student survey results to inform strategic planning	Surveys	CCSD			
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	- Continue regularly scheduled meetings of Ford PTSA, Ford ES Foundation, and School Council - Offer Ford 101 class for families new to our school in collaboration with Ford PTSA	Feedback throughout the school year	Administration			
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Offer STEM Educator tours quarterly to invite other educators in to observe our STEM education in action.	Surveys Attendance and participation in tours	Administration Sally Creel Colleen Cauffiel and Catherine Padgett			

**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	- Seek employees with knowledge of STEM education during the hiring process	TKES standards 1 and 3	Administration	Qualified Applicants		
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. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	- Implement a differentiated professional learning plan including opportunities in STEM, technology, data team process and writing strategies - Provide mentor class for new teachers to Ford	TKES standards 1 and 3 Survey results on staff survey Classroom walk-throughs	Administration	PL funds		
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	- Review TKES and LKES performance - Include staff on PLPs as needed - Identify staff on full formative and flexible formative and implement with fidelity	TKES ratings	Administration			
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	- Support teachers enrolled in post-graduate studies	Teacher quality TKES	Administration and select teachers			

## Elementary School Key Trends: Ford

Trend	Ford			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	95.4%	91.2%		84.6%	74.0%	
On-track for Graduation	97.8%	99.3%	99.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.3%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	22.4%	22.4%	17.9%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.8%	92.0%	84.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	76.6%	75.0%	75.0%	56.6%	57.5%	56.8%
CCRPI Score	95.6	90.1		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.