

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)	Implement the Cobb Teaching and Learning System (CTLS)	System Utilization	Admin, teachers, and TTIS	TTIS, CTLS Platform		
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)	Use CTLS platform for development of formative assessments	System Utilization	Admin, teachers, and TTIS	TTIS, CTLS Platform		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Provide ongoing CLTS Training, per CCSD training plan	Training Records	Admin and TTIS	TTIS, CTLS Platform		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Provide Guided Reading Lessons (K-5), Provide EIP Support (as needed), Employ RTI (as needed)	SRI	Teachers	Time		
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Employ RTI (as needed), Provide EIP Support (as needed), Consistently utilize Number Talk instruction	SMI	Teachers	Time		
7. Increase number of students academically completing every grade. (S)	Employ RTI (as needed), Provide EIP Support (as needed), Provide specialized Instruction for Identified Students	Promotion Rate	Teachers	Time, Specialized instruction		

8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Increase Math Fact Fluency Utilize Local School Writing Rubrics & Adjust Instruction	Math Fact Assessments; Writing Rubric Data Chart	Admin & Teachers	Assessments Time to score writing		
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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>N/A</p>	<p>N/A</p>	<p>N/A</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. Double-Dip instruction with EIP, Special Education, and targeted tutoring 2. Double-Dip instruction with EIP, Special Education, and targeted tutoring 3. Double-Dip instruction with EIP, Special Education, and targeted tutoring</p>	<p>1. SRI 2. SMI 3. Percentage of students scoring at Proficient or Distinguished on the Milestones EOG</p>	<p>Admin & Teachers</p>	<p>20 Day funds; additional instructional resources to support tutoring program; Lassiter Study Buddies</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>	

Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	
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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)	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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Review AdvancED Results and seek feedback from Stakeholder Groups: <ul style="list-style-type: none"> • School Council • Building Leadership Team • PTA • Garrison Mill Foundation 	Minutes	Administration	AdvancED Stakeholder Survey Results		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Design Family Math Night with local grocery store partner	Attendance	Administration Planning & Organization Key Team	Time, Grade Level Grocery Activities, Partner Location		

Other: (Priorities specific to school, division, or area. Can be multiple.)	Enhance STEAM Night features and opportunities by growing the program from just "Art Night." We will include Music programming, Science Activities, and Media Center Programming	Attendance	Science Instructors, Art Teacher, Music Teacher, Media Specialists, Administration	Volunteers, Materials for each location, attendance plan		
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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)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Building Leadership Team work with administration to develop interview questions to address qualifications for teaching positions.	TKES Evaluation Instrument	Administration	TKES platform, interview questions		
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 CTLTS training (with a focus on formative assessments and progress monitoring)	Attendance & CTLTS Reports	Admin & TTIS	CLTS TTIS		

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 Professional Learning for teachers with Identified areas of weaknesses	Completion of assigned professional learning	Administration	TKES platform CCSD Evaluation Department		
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	

Elementary School Key Trends: Garrison Mill

Trend	Garrison Mill			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	94.2%	90.8%		84.6%	74.0%	
On-track for Graduation	97.6%	100.0%	98.5%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	20.2%	18.6%	19.1%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	83.0%	89.1%	81.5%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	85.4%	81.0%	86.9%	56.6%	57.5%	56.8%
CCRPI Score	95.0	93.5		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.