

## 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p style="text-align: center;"><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Collect data through the implementation of CCSD FFAS, utilize the Data Team Process and grade level common assessments.</p> <p>Identify and implement effective, research based instructional strategies in response to student performance data.</p>	<p>Data Team Meeting Minutes</p> <p>RTI progress RI and MI implemented 3 times a year</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>		
<p>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></p>	<p>Develop and/or revise common grade level assessments through Data Team process.</p> <p>Utilize assessments provided through CTLS for reading and math.</p> <p>Analyze data to determine flexible grouping of students and to develop differentiated lessons</p>	<p>Data Team Meeting Minutes Common grade level assessments</p> <p>Touchstones Assessments DRA GLOSS</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p> <p>FFAS training</p> <p>FFAS training</p>		

<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Implement FFAS and CTLS training</p>       <p>Differentiate staff development based on TKES weaknesses and/or staff personal goal setting</p>	<p>Assessments created Data Team Meeting Minutes</p>    <p>2016-17 TKES Mid-Year and end-of-year ratings</p>	<p>Teachers Academic Coaches Administrators</p>	<p>TTIS</p>		
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue to implement differentiated guided reading instruction with fidelity in every classroom daily</p>      <p>Implement Read 2 Read initiative in Kindergarten</p>	<p>Lesson plans DRA RI Running Records Ongoing classroom assessments</p>    <p>Data Team monitoring after each 10 days of instruction</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>    <p>CCSD Teaching and Learning Department Personnel</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Continue to implement daily Number Talks and differentiated guided math instruction, with fidelity in every classroom daily</p>	<p>Lesson plans MI  Ongoing classroom assessments  TKES walkthroughs and observations</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>		
<p>7. Increase number of students academically completing every grade. <b>(S)</b></p>	<p>Continue RTI process, differentiate instruction, monitor progress of every student</p>	<p>RTI goal process  Lesson plans  RTI Meeting Minutes</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Release time for collaboration</p>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Enhance and sustain a positive school climate by implementing a staff and student attendance recognition program</p>	<p>School surveys  School Climate Committee Meeting Minutes  AdvacED Survey  School Climate Survey</p>	<p>Teachers Administrators Support Staff</p>	<p>N/A</p>		

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

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

Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>						
Divisionally support local school innovations identified through system flexibility for increasing student achievement. <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>	
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/System 44  Implement Fountas/Pinnell Reading Intervention Program  2.Implement daily intervention time  3.Continue support of Special Education and RTI interventions	RI  DRA  MI  Lesson plans RTI data in CSIS and SpED data in Goalview	Teachers Academic Coaches Administrators	<b>N/A</b>		
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.)						

**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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Increase parent participation on AdvancED Survey and School Climate Survey</p>	<p>Survey results Response Rate</p>	<p>Teachers Administrators</p>	<p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Continue implementation of monthly curriculum nights</p> <p>Promote Parent Workshops and PTA events</p> <p>Continue quarterly Principal/Parent Conversation Meetings</p>	<p>Increase in attendance at events</p> <p>PTA Board Meeting Minutes</p> <p>Parent Feedback Form completed after each meeting</p>	<p>All staff Students and Parents</p>	<p>N/A</p>		
<p><b>Other:</b> (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><b>District Focus Priorities 2016-2019</b></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Continue to implement rigorous interview process to identify highly effective teachers.</p>	<p>TKES scores of new hires</p>	<p>Administrators</p>	<p>N/A</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. (IE<sup>2</sup>)</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. (IE<sup>2</sup>) (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>Continue school focused professional development through PLC groups, Key Committee Meetings and Collaborative Planning Time  Implement FFAS training</p>	<p>Surveys  Individualized professional learning plans</p>	<p>Teachers Academic Coaches Administrators</p>	<p>N/A</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 (IE<sup>2</sup>)</p>	<p>Focus on standards in need of improvement on individual teachers</p>	<p>TKES/LKES Data</p>	<p>Teachers Administrators</p>	<p>District support through Evaluation Office</p>		
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						

## Elementary School Key Trends: Green Acres

Trend	Green Acres			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	52.0%	53.1%		84.6%	74.0%	
On-track for Graduation	85.0%	86.3%	94.8%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	98.3%	93.6%	96.9%	98.0%
Advanced Academics	4.3%	4.7%	3.8%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	77.2%	79.5%	69.9%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	22.8%	18.7%	15.3%	56.6%	57.5%	56.8%
CCRPI Score	62.0	55.0		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.