

## 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>	Utilize data cycle spreadsheet, common assessments, lesson plans, and ATLAS protocol to monitor student progress	Common Assessments	Administration Data Team Leaders	ATLAS protocol; spreadsheet		
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>	Access CCSD formative assessment bank to create common assessments  Develop a local assessment calendar for implementation	CTLS Data	Administration Curriculum and Instruction Key Committee	CTLS		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	Implementing the county initiative for CTLS to promote data driven instruction  Differentiate professional learning opportunities to utilize the acquisition materials for language arts	Common Assessments	Administration Academic Coach Technology Training Integration Specialist	CTLS K-2 Core Content Materials		
5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	Provide students with timely systematic data driven interventions to support their learning needs (small group/individualized plans) and monitor accordingly	SRI DRA iRead System 44 Read 180 Milestone	Grade Level Teachers Data Team Leaders	iRead System 44 Read 180; 20 Day money for instructional support; Leveled book room		



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. Utilize Title 1 funded resources ie, System 44/Read 180, SuccessMaker; Provide Tutoring using 20-Day funding and Title 1 monies  2. Utilize Title 1 funded resources ie, SuccessMaker; Provide Tutoring using 20-Day funding and Title 1 monies  3. Monitor students through the RTI process; Analyze student data to monitor bottom quartile students	1. RI; DRA; local end of the year assessments; Milestones  2. MI; local end of the year assessments; data cycles; Milestones  3. RTI data; local formative assessments; Milestones	Administration	Title 1 funds 20 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.)	Obtain Lighthouse Status with Franklin Covey's Leader In Me initiative		All Staff and students	Grants and Partners in Education		

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

<b><i>District Focus Priorities 2016-2019</i></b>  <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)					
	<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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met

Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Utilize School Council, Partners in Education, community meetings to give input for critical processes	Parent Survey	Administration	N/A		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	See Title I Plan	Administration Parent Facilitator Parent Surveys	Administration Parent Facilitator	Title I Funds		
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

**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</b> (Due September 1, 2016)						<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<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)		

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Utilizing district hiring portal Participate in Cobb County job fairs	Survey	Administration	TalentEd District job fair		
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 TKES/alternative evaluations with fidelity Provide differentiated professional learning opportunities to all staff	TKES	Administration	TKES Platform Professional learning		
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>	Provide Professional Learning Plans (PLP) for teachers with level 1 or 2 evaluation performance	TKES	Administration	District support		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: Hayes

Trend	Hayes			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	80.7%	64.1%		84.6%	74.0%	
On-track for Graduation	92.1%	85.1%	78.8%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	98.8%	93.6%	96.9%	98.0%
Advanced Academics	7.4%	10.0%	10.1%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	77.0%	84.9%	87.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	48.3%	40.6%	49.1%	56.6%	57.5%	56.8%
CCRPI Score	66.0	69.8		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.