

## 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>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	Design professional learning experiences to enhance instructional practices in reading and math.	MI Universal Screener, Lesson Plans, Math PLC meeting minutes	Admin	N/A		IP
<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>	Create and administer common formative assessments in all content areas in grades K-5. <b>(FFAS)</b>	Touchtones	Admins  Teachers	N/A		IP
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b></p>	Publish a calendar of professional learning opportunities (both required and optional)	Professional Learning feedback surveys	Academic Coaches  Teachers	N/A		IP

5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	Implement early literacy course for K-2 classroom and support teachers.  Provide Guided Reading as part of Reader's Workshop  Collect data on students' individual reading levels and support students reading below grade level with programs that include Reading Recovery, EIP, and Reading 180/System 44	RI  DRA  Running Records	Academic Coaches  Reading Recovery teachers  EIP	N/A		IP
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)	Provide differentiated monthly math grade-level staff development with the support of local math coach.	MI  Touchtones	Academic Coaches  Teachers	N/A		IP
7. Increase number of students academically completing every grade. <b>(S)</b>	Continue RTI process and additional year notification.	RTI portal data	RTI Tier 2 Coordinator  Counselors	N/A		IP
<b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Support teachers with professional development in the Units of Study in writing.	End of Unit of Study writing pieces	Academic Coaches  Teachers	N/A		IP

**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>	N/A	N/A	N/A	N/A	N/A		

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. Provide reading support via EIP and Reading Recovery  2. Provide math support via EIP and math tutoring  3. Extended Day Tutoring	RI, MI, DRA  Students' Lexile levels and Quantile levels will be measured to measure growth and students' DRA beginning and ending level will be measured.	Reading Recovery Teachers  EIP teachers  Teachers	20 Day funds for extended day tutoring		IP
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>	N/A	N/A	N/A	N/A	N/A	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	

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

<b><i>District Focus Priorities 2016-2019</i></b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</b>	<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>	Attend job fairs to recruit highly qualified teachers. We will seek teachers who demonstrate the capacity or have strengths in instructional strategies, differentiated instruction, and providing an academically challenging environment (TKES Standards 3,4,8)	Teacher staffing  TKES ratings for all new hires (TAPS)	Patrick O'Connell	N/A		IP
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>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	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. <b>(AD)</b>	Offer professional learning activities that address standards, instructional practices, and assessment.  Attend educator conferences and workshops	Professional learning survey results.  Conference evaluations forms.	Admins Academic Coach  Teachers	School-Focused Professional Learning funds & Title I PL funds		IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Provide feedback to individual teachers based on TAPS ratings.	TKES data	Admins	N/A		IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: Hendricks

Trend	Hendricks			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	86.5%	62.6%		84.6%	74.0%	
On-track for Graduation	75.0%	87.0%	75.3%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.1%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	10.5%	7.4%	6.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	82.9%	90.1%	74.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	35.5%	32.9%	46.5%	56.6%	57.5%	56.8%
CCRPI Score	71.3	71.1		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.