

## 2016-17 Cobb County School District Strategic Plan

Long Range Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<u>Key Actions:</u> <i>(List as many actions as needed in each box.)</i>	<u>Measured by:</u> <i>(Formative and/or Summative)</i>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u>	NM = Not Met IP = In Progress M = Met
<b>Vary learning experiences to increase success in college and career pathways.</b>	<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A	N/A	N/A	N/A	N/A
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<ul style="list-style-type: none"> <li>Strengthen the data team process through the implementation of Flexible Formative Assessment System (FFAS)</li> </ul>	TKES ratings on standard 4 and 6	Administration TTIS	TTIS support Administration		
	<i>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)</i>	<ul style="list-style-type: none"> <li>Administer DRA, RI and MI across all grade levels</li> <li>Implement FFAS through CTLS</li> </ul>	TKES ratings on standards 5 and 6	Administration TTIS	TTIS support		
	<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	<ul style="list-style-type: none"> <li>Provide CTLS training for all staff on the FFAS</li> <li>Continued professional development on instructional strategies/support for reading, writing and math workshop models</li> </ul>	TKES ratings on standard 1 and 3	Administration	TTIS School Leadership Intern (SLI)  PL Funds		

	<p><i>5. Increase percentage of students reading on grade level. (S)</i>  <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<ul style="list-style-type: none"> <li>• Continue RTI strategies for students below grade level</li> <li>• Implement IEP objectives with fidelity for those students with learning disabilities</li> <li>• Provide tutoring for students who are identified as below grade level readers during school hours</li> </ul>	RI and DRA	Administration Special Education Teachers, Grade Level Teachers	SSA Counselors  20-Day Additional Funds		
	<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> <li>• Continue implementation of Number Talks</li> </ul>	FFAS and MI	Classroom Teachers	County Math Specialist  Funds for additional training		
	<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<ul style="list-style-type: none"> <li>• Continue RTI process to identify students struggling to provide support at each grade level</li> <li>• Core Team Meetings</li> </ul>	RTI data	Core Team, Counselors and Classroom Teachers			
	<p><b>8. Other:</b>  <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2016-17 Aligned Actions and Measurements</b>					<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<u>Focus Area:</u>	<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> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b>	
<b>Differentiate resources for students based on needs.</b>	Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	<ul style="list-style-type: none"> <li>• Arts Integration (AI) Cohorts 1 and 2 collaborate quarterly to plan and implement AI lessons</li> <li>• Tutoring for first and second grade students to remediate and accelerate progress in reading and phonics</li> <li>• Learning A - Z for students</li> <li>• Professional Learning (PL) collaboration to support continued shared resources and professional growth.</li> <li>• To organize and utilize leveled book room and resources</li> </ul>	Arts Integration portfolio	Administration Judith Condon Cohort 1 Cohort 2	Judith Condon Funding for AI		
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	<b>N/A</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>	<ul style="list-style-type: none"> <li>Tutoring for first and second grade students</li> <li>N/A for Elementary (2 and 3)</li> </ul>	FFAS, DRA, RR	Tutors	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>	N/A	N/A	N/A	N/A	N/A	
	<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2016-17 Aligned Actions and Measurements</b>					<i><b>Focus Priority</b></i>
<u>Focus Area:</u>	<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> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions:</b>	Status: NM = Not Met IP = In Progress M = Met
<b>Develop stakeholder involvement to promote student success.</b>	Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	<ul style="list-style-type: none"> <li>Parent Surveys</li> </ul>	Surveys	CCSD	N/A		
	<i><b>Other:</b></i> (Priorities specific to school, division, or area. Can be multiple.)						

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

<b><i>District Focus Areas and Priorities 2016-2019</i></b>		<b>2016-17 Aligned Actions and Measurements</b>					<b><i>Focus Priority Status:</i></b>	
<b><u>Focus Area:</u></b>	<b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b><u>Key Actions:</u></b> (List as many actions as needed in each box.)	<b><u>Measured by:</u></b> (Formative and/or Summative)	<b><u>Owner(s):</u></b>	<b><u>Resources Needed:</u></b>	<b><u>Results of Key Actions:</u></b>	NM = Not Met IP = In Progress M = Met	
<b>Recruit, hire...</b>	Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	<ul style="list-style-type: none"> <li>Use CCSD recruiting teams, recommendations to hire highly effective teachers.</li> </ul>	TKES assessment and classroom walk-throughs	Administration, CCSD HR, CCSD Recruiting Team, KES Recruiting Team	TalentEd (CCSD Homepage) 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>		
<b>Support and retain employees for highest levels of excellence.</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>	<ul style="list-style-type: none"> <li>Continue to facilitate Teacher Mentor Program</li> <li>Implement differentiated Professional Learning Communities</li> </ul>	Survey of needs  TKES standard 1 and 3 Feedback from teachers	Administration SLI select teachers  Administration	Local School Funds  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>	<b>N/A</b>	
	Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	<ul style="list-style-type: none"> <li>Review TKES/LKES performance and include PLPs as needed.</li> </ul>	Ratings of TKES	Administration				

## Elementary School Key Trends: Kennesaw

Trend	Kennesaw			Cobb		
	2014	2015	2016	2014	2015	2016
Advanced Academics	11.7%	14.2%	15.9%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.0%	83.0%	81.5%	82.9%	86.9%	81.4%
CCRPI Score	90.7	NA		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.