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 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
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)	Continued adjustments to instruction and instructional practices will be based on needs of students and data derived from core team collaboration, design teams and monitoring of common assessments, SLOs, Milestones, ITBS	Local math assessments will be used by each grade level from the math curriculum materials, SLO's, county math assessments	Admin and Teachers	My Math, Moby Max, and Math Screeners (MI, Raz Kids, Learning A-Z)		
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)	Common assessments will be developed using the recent math adoption materials in My Math. Math probes will be used to monitor student progress 3x yr.	My Math materials will be used along with universal screeners – data collection and analysis will assist in adjusting instruction	Grade Level Teachers, Design Teams	My Math, Math Screeners		

4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Professional learning will be derived from teacher collaborative learning communities to review math and reading data and develop instructional strategies for implementation. Professional learning will also include technological tools for teaching and enhancing math instruction.	Survey teachers to gain insight on the technological tools they would most like to learn about. Evaluate usage of tools and perception of usefulness to instruction.	Admin, county trainers	Web 2.0 software and apps, Office 365, Blackboard, CTLS		
5. Increase percentage of students reading on grade level. (S) *(Based on CCRPI 2014 Reading Scores)*	Use guided reading groups and non-fiction text to increase student independent reading skills. Benchmark Phonics will be used in grades k-2 to build cohesive phonemic awareness. Students will work through the Read 180 and System 44 program that will increase the students that are reading on grade level for 3-5 grade. Along with the county screener for reading and RI.	Monitor student progress using RI, Read 180, System 44 and formative assessments	Grade Level Teachers	Guided Reading Library, Content Area Non-fiction Text, RI, Read 180 and System 44 software Benchmark Phonics		
6. Increase percentage of student performance in math/algebra at every grade level. (S) *(Based on CCRPI ES-MS Math & HS Algebra Scores)*	See above # 1& 2. The Hands-on equation program will be used this year from grades 3-5.	Monitoring student progress through the number of lessons completed for each grade level.	3-5 Teachers and Target Teachers	Hands-on Equations		
7. Increase number of students academically completing every grade.(S)	Increase student performance by using a variety of formative and summative test to track student progress. The RTI process is also being used.	Use the data team process to monitor student progress and reteach as needed	Grade Level Teachers	Guided Reading (content area), My Math, Writing Rubrics		

8. Other: *(Priorities specific to school, division, or area. Can be multiple.)*						

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 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
Identify local school innovations through system flexibility to increase student achievement. **(IE[2])**	Enhance student learning opportunities and increase attendance. Problem Based Learning will take place in k-5 grade levels.	Math Assessments, technology programs, Data Team Process, Rubrics	Grade Level Teachers and Specialist	Math Games, Web 2.0 software, Grade level rubrics		
Divisionally support local school innovations identified through system flexibility for increasing student achievement. **(IE[2])**	**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 **(S)**	1.MobyMax – home & school 2.Tutoring after school using the Read 180 and system 44 program 3.Personal goals for students	Increased skills on online assessments. Moby Max: Reading –story, informational, literature Moby Max: Math-addition/subtraction/multiplication/division facts Grade level gains on pre and post tests for math. RI and MI averages will show advancements in grade levels.	Grade Level Teachers/ Admin	Moby Max Read 180 System 44 Grade level common assessments, Increase in RI and MI data.		

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)**	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.) AC Math, AC Reading in 4th Grade	Offering AC classes to students that qualify in 4th grade.	Test scores, classwork, and standardized testing	Teachers	N/A		

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)					*Focus Priority Status:*
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)	NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. **(AdvED)**	Utilize the local school stakeholder committees: PTA, School Council, Foundation, STEM Council to evaluate perceptions and gain input.	Survey data collection and analyze	Admin	Survey Monkey or Google Docs Survey		

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.**(S)**	Parents are asked to participate in Celebration of the Arts, STEM Day, World Explorer, Heritage Day, Fun Run, Career Day, reading in media center and Hands on Atlanta. Through these programs parents are given opportunities to be in the school teaching, learning and giving financial support.	Survey data collection, Continual parent feedback for improvement.	Foundation, PTA, Partners in Education, IBM of Atlanta, and parents	Climate Survey		
Other: (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.*

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)**	Develop KSU student teachers working in building, involve parents in hiring of staff, hire dual certified teachers when possible	TKES process	Admin, teachers	Staff training		

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)**	SFSD – focus on technology, data teams, assessment	Walkthrough Data	Teachers/ Admin	N/A		
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)**	Student Engagement, offering professional development, collaboration time for teachers	Walkthrough & Formative Assessment	Teachers/ Admin	TLE Platform		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Kincaid

	Kincaid			Cobb		
Trend	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	96.9%	83.2%		84.6%	74.0%	
On-track for Graduation	91.1%	95.5%	97.9%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	26.3%	22.8%	25.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.9%	86.5%	78.7%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	76.2%	75.8%	66.9%	56.6%	57.5%	56.8%
CCRPI Score	84.9	87.2		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 accrediation 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 accountabilty 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.