

## 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><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Participate in and implement FFAS and CTLS training during common block planning &amp; faculty meetings</p> <p>Analyze RI and MI results to monitor student progress toward lexile and quartile expectations and to modify and adjust instruction</p>	<p>Touchstones Score Reports</p> <p>RI/MI results Monitor lesson plans for small group instruction &amp; differentiated instruction</p>	<p>Administrators &amp; teachers</p> <p>Administrators</p>	<p>TTIS, Sandra Logan</p> <p>Universal Screener</p>		
<p><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></p>	<p>Utilize FFAS to ensure ongoing development and implementation of formative assessments in both reading and math</p> <p>Develop local common assessments using FFAS assessment questions and a variety of DOK levels</p>	<p>Monitor use of FFAS/CTLS</p> <p>Formative assessment results</p>	<p>Administrators &amp; TTIS</p> <p>Administrators</p>	<p>TTIS, Sandra Logan</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Participate in FFAS/CTLs training during common block planning and faculty meetings</p> <p>Provide professional learning to support STEM goal and continued PBL initiative</p>	<p>Agenda and meeting dates</p> <p>Completion of Cobb STEM certification</p>	<p>Administrators TTIS, Sandra Logan</p> <p>Administrators, STEM teacher</p>	<p>SFSD Funds County Math and Science Supervisors</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Implement READ 180/System 44 program for students in 3-5 who score below grade level on the RI</p> <p>Provide after school tutoring for students in grades 3-5 who are below grade level in reading</p>	<p>Analysis score reports from READ 180 Pre and Post RI scores</p>	<p>Administrators, READ 180 teacher</p> <p>KSE tutors</p>	<p>READ 180 program</p> <p>20 Day Funds</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Implement Conceptua Math in grades 3 and 5</p> <p>Tutor below grade level students in grades 3-5</p> <p>Utilize First in Math for all Special Education and EIP students in grades 3-5</p>	<p>Reports and assessments from Conceptua Math</p> <p>Pre and Post MI scores</p> <p>Usage reports</p>	<p>Jessica Barber 3<sup>rd</sup> Patricia Calvin-Thomas 5<sup>th</sup></p> <p>Christian Cali</p> <p>Laura Meyer</p>	<p>20 Day Funds</p> <p>Site licenses</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process ensuring that all new teachers are trained in use of platform and entering data. Also, a focus on teachers having students on correct tier and closing out goals when necessary.</p>	<p>RTI data</p>	<p>Counselors &amp; Administrators</p>			

<b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Obtain Cobb STEM certification  Complete and furnish local STEM Resource Room	Utilize STEM rubric to ensure success	Administrators, County Supervisors Local School STEM Cohort	PTA & Foundation monies		
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**Board Goal 2: Differentiate resources for students based on needs.**

<b>District Focus Priorities 2016-2019</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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
	<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)	
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	Implement ESOL cluster classrooms in grades KK-3 via the innovative model  Provide Talent Development for all grade levels once weekly  Secure additional Technology Coordinator for the K-1 Campus  Implement the 4 <sup>th</sup> grade county AC program in ELA and Math and include differentiated departmentalization based on Milestone scores.	ACCESS scores  Number of students qualifying for gifted services  Survey "AC Feedback" provided by ALP  RI and MI growth scores	Administration & ESOL innovative classrooms teachers  Target teachers  Administrators AC Teachers ALP Supervisor  AC Teacher	Funds from Foundation "Support the Pride Campaign"		
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>	

<p>Provide targeted resources for students</p> <p>1. not reading on grade level (Lexile)</p> <p>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</p> <p>3. not on-track for graduation <b>(S)</b></p>	<p>1. Continue READ 180 for students in 3-5 and provide tutoring after school utilizing 20 Day Funds</p> <p>2. Provide First in Math licenses for SpEd and EIP students in grades 3-5 and provide tutoring after school with 20 Day Funds</p> <p>3. Continue RTI process and analyze all available data</p>	<p>RI scores</p> <p>Usage Reports</p> <p>RTI data located in CSIS</p>	<p>Administrators EIP teachers</p> <p>EIP teachers and SpEd teachers</p> <p>Counselors</p>			
<p>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></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>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Design and equip a STEM Resource Room for the purpose of conducting STEM activities, experiments, and projects</p>	<p>Sign-in to determine usage</p> <p>End of year survey to determine strengths, weaknesses, and changes needed to ensure efficacy</p>		<p>PTA &amp; Foundation Funds to purchase storage bins and materials</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <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>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></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> (<u>Due June 30, 2017</u>)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>
	<p>Analyze all stakeholder surveys</p> <p>Continue cooperation between major parent groups including school council, PTA, and Foundation by:</p> <p>Foundation Goal – raise funds to complete STEM lab and iPad initiative PTA – continued increase of parental involvement increasing number of memberships School Council – 2016-17 goal work to ensure King Springs campuses are rejoined</p> <p>Continue quarterly meetings of 3 governing organizations to ensure communication between groups</p>	<p>Survey results</p> <p>Agendas and meeting minutes</p>	<p>PTA and Foundation Board Members</p>			

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Establish monthly calendar that includes PTA, Foundation, and school events to be sent home monthly</p> <p>Involve parents in our new “House System” developed by local teacher committee to address positive behaviors and teamwork</p> <p>Increase number of informational call outs on the Blackboard Connect System to include meeting announcements, special events, general concerns, late buses etc.</p>	<p>PTA Laura Meyer, AP</p> <p>Number of Discipline Referrals</p> <p>Blackboard Connect Usage Reports</p>	<p>Linda Keeney</p>			
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Provide stipends for attending professional learning opportunities during the summer months.</p>			<p>Foundation funds</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <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>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
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Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Attend the Cobb County Job Fair and interview prospective teachers seeking those who hold additional endorsements (i.ei. gifted, ESOL, Science, math and reading_	Use of TKES assessment to evaluate success of new hires	School Administrators			
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>	Develop a Staff Development calendar that includes training in FFAS to ensure meaningful and targeted assessments and instruction  Encourage and enlist teachers to obtain endorsements (gifted, science, math, reading, ESOL)	# of teachers who enroll in endorsement classes	Administrators	Information about Cobb endorsement programs offered		
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 individual data sheets to classroom, SpEd, gifted, and specialist teachers to utilize in the Self-Assessments TKES process.  Conduct pre-evaluation conferences that include discussion about individual and group data	Analyzation of TKES results				
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: King Springs

Trend	King Springs			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	94.3%	94.2%		84.6%	74.0%	
On-track for Graduation	93.5%	95.4%	98.4%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	11.3%	18.4%	23.9%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.8%	88.4%	82.3%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	71.3%	69.2%	69.4%	56.6%	57.5%	56.8%
CCRPI Score	90.9	83.8		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.