

## 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>	<ul style="list-style-type: none"> <li>• Utilized the data team process to examine quarterly assessment data in CTLS.</li> <li>• Differentiate instruction based on data from common assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level common assessments</li> <li>• TKES – standards 2, 4</li> </ul>	All Certified Staff	<ul style="list-style-type: none"> <li>• Academic Coach</li> <li>• TTIS</li> <li>• CTLS</li> <li>• iRespond</li> </ul>		
<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>	<ul style="list-style-type: none"> <li>• Develop and use quarterly common formative assessments in math</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level common assessments</li> <li>• TKES – standards 2, 4</li> </ul>	All Certified staff	<ul style="list-style-type: none"> <li>• Academic Coach</li> <li>• TTIS</li> <li>• CTLS</li> <li>• iRespond</li> </ul>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>• Schedule and implement monthly professional learning opportunities for the entire staff to ensure access for all teachers.</li> <li>• Schedule and implement weekly team time for grade level teams including their support teachers to focus on integrating writing through all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning sign-in sheets</li> </ul>	All Certified staff	<ul style="list-style-type: none"> <li>• Academic Coach</li> <li>• District math and literacy coach</li> <li>• TTIS</li> </ul>		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>• Provide daily guided reading.</li> <li>• Read aloud to students each day. Highlight new vocabulary from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• SRI</li> <li>• IOWA</li> <li>• Milestones</li> <li>• Lesson Plans</li> </ul>	<p>All Certified Staff</p>	<ul style="list-style-type: none"> <li>• Academic Coach</li> <li>• District Literacy Coach support</li> <li>• Professional Learning on vocabulary strategies</li> </ul>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<ul style="list-style-type: none"> <li>• Implement Number Talks on a daily basis.</li> <li>• Implement model drawing on a weekly basis. Focus on representation and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• SMI</li> <li>• Quarterly problem solving assessments</li> <li>• Milestones</li> <li>• Lesson Plans</li> </ul>	<p>All Certified Staff</p>	<ul style="list-style-type: none"> <li>• Academic Coach</li> <li>• District Math Coach support</li> <li>• Professional Learning on Model Drawing</li> </ul>		
<p>7. Increase number of students academically completing every grade. <b>(S)</b></p>	<ul style="list-style-type: none"> <li>• Hold curriculum days for parents so that they can observe strategies for teaching math, reading and writing in the classroom.</li> <li>• Provide resources and training to parents so that they can support learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Report Card grades – Synergy</li> <li>• Parent Sign-In sheets</li> </ul>	<p>All Certified Staff</p>	<ul style="list-style-type: none"> <li>• Parent Liaison</li> <li>• Make and take materials for parents</li> <li>• Books for students to take home</li> </ul>		
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>• Integrate writing in all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly paired passage assessment</li> <li>• Genre writing assessments.</li> <li>• ELA Touchstones</li> </ul>	<p>All Certified Staff</p>	<ul style="list-style-type: none"> <li>• Academic Coach</li> <li>• Milestones Messenger</li> <li>• Readworks.org</li> </ul>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (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>					
	<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> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<ul style="list-style-type: none"> <li>Implement Arts Integration</li> <li>Implement 20 brain based Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>TKES</li> <li>Lesson plans</li> <li>Milestones</li> </ul>	<p>Cohort 1 teachers</p>	<p>District Innovation Academy</p> <p>Arts Conference</p> <p>Professional Learning provided by Marcia Tate</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation (S)</li> </ol>	<ol style="list-style-type: none"> <li>Provide reading intervention programs (System 44, Read 180, Leveled Literacy Intervention) during the instructional day</li> <li>Provide math intervention tutors during the school day</li> <li>Provide a daily intervention block in which RTI interventions will occur</li> </ol>	<p>RI, DRA</p> <p>MI, math common assessments</p> <p>RTI data</p>	<p>All Certified Staff</p>	<p>System 44, Read 180, Leveled Literacy Intervention</p> <p>Do the Math</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>	N/A	N/A	N/A	N/A	N/A	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> <u>(Due September 1, 2016)</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>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> <u>(Due June 30, 2017)</u>	<b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Increase the number of stakeholders who participate and provide input through: <ol style="list-style-type: none"> <li>1. Surveys</li> <li>2. PTA</li> <li>3. Title I input meetings</li> <li>4. School Council</li> <li>5. Arts Integration Advisory Board</li> </ol>	AdvancEd Survey  Sign-In sheets	Principal Parent Liaison			

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	<ul style="list-style-type: none"> <li>See Title I Plan</li> </ul>					
<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.***

<b><i>District Focus Priorities 2016-2019</i></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>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)						<b><u>Focus Priority Status:</u></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)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	<ul style="list-style-type: none"> <li>Maintain relationship with KSU including having 2 – 3 year long student interns each year</li> <li>Hire certified paras that can be moved into teaching positions when they are ready.</li> </ul>	HiQ data  TKES – 5 of teachers at levels 3 and 4.	Principal				

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>	<ul style="list-style-type: none"> <li>Schedule monthly new teacher meetings.</li> <li>Assign mentors for new teachers</li> <li>Schedule weekly team time for grade level teams including their support teachers to focus on grade specific content.</li> <li>Schedule bi-monthly data team meetings that utilize the data team process during these meetings.</li> <li>Schedule and implement monthly professional learning opportunities for the entire staff.</li> </ul>	Professional Learning surveys  Data team meeting minutes	All Certified Staff	Academic Coach  District math and literacy coach  TTIS		
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>	<ul style="list-style-type: none"> <li>Hold individual mid-year conferences to discuss classroom instruction and to analyze classroom data.</li> </ul>	Admin Schedules	All Certified Staff			
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: LaBelle

Trend	LaBelle			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	77.3%	51.6%		84.6%	74.0%	
On-track for Graduation	92.8%	77.9%	78.4%	90.7%	92.3%	92.7%
Career Ready	100.0%	94.2%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	8.7%	8.9%	7.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	75.2%	86.4%	76.6%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	19.1%	31.3%	26.4%	56.6%	57.5%	56.8%
CCRPI Score	49.0	67.8		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.