

## 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)					
<i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<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>	Maintain a fully operational Data Team PLC.  Review and monitor data, specifically student Lexile levels in reading and math, in grade level data team PLCs  Implement formative assessments from Cohort 3 FFAS trainings	Data Team minutes  Reading Inventories, Math Inventories, FFAS data  Formative assessment data in CTLS	Administration and teachers	N/A		
<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>	Utilize RI and MI  Use county Touchstone Assessments to monitor reading and math	RI and MI reports  Formative assessment data in CTLS	Teachers	N/A		
<i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i>	Instruct teachers in the implementation of Cohort 3 FFAS during grade level PLC meetings	Formative assessment data in CTLS	TTIS, Assessment Supervisor, teachers, Administration	N/A		

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Identify bottom quartile of students based on assessment data.</p> <p>Implement Read 180 for select 3<sup>rd</sup> – 5<sup>th</sup> graders</p> <p>Monitor implementation of K-2 literacy materials in order to establish Reader’s and Writer’s workshop models with fidelity.</p> <p>Utilize additional funding to create tutoring opportunities for below grade level readers.</p>	<p>Spreadsheet created and shared with Data Team PLC</p> <p>RI data, Formative assessment data, EOG data</p> <p>Tutoring schedule</p> <p>Increase percentage of students reading on grade level from last year</p>	<p>Data Team PLC</p> <p>Teachers</p> <p>Administration</p>	<p>Extended Day tutoring funds</p>		
---	---	--	--	------------------------------------	--	--

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Identify bottom quartile of students based on assessment data.</p> <p>Provide effective math instruction to include Guided Math</p> <p>Addition of Math Lab to Specials rotation to reinforce math skills</p> <p>Utilize additional funding to create tutoring opportunities for below grade level readers.</p>	<p>Spreadsheet created and shared with Data Team PLC</p> <p>MI data, Formative assessment data, pre/post test each 9 weeks, EOG data, Study Island reports, First in Math reports</p> <p>Tutoring schedule</p> <p>Increase percentage of students on grade level in math from last year</p>	<p>Data Team PLC</p> <p>Teachers</p> <p>Administration</p>	<p>Extended Day tutoring funds</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Target bottom quartile of students and provide additional instructional resources via EIP Reduced Classes</p>	<p>Increase in the percentage of students passing the EOG</p>	<p>Teachers</p>	<p>EIP money</p>		
<p><b>8. Other:</b>  <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<p>Improve student attendance</p> <p>Strengthen community support via Partners in Education breakfast</p> <p>Strengthen parental support via Watch DOGS and PTSA</p>	<p>Attendance data</p> <p>Attendance at PIE Breakfast and support from Partners</p> <p>Watch DOGS participation</p>	<p>Principal, teachers</p>	<p>Partners in Education to fund staff and students attendance incentives</p>		

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

<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><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Provide Advanced Content curriculum in 4<sup>th</sup> grade to qualified students.</p> <p>Implement BYOD in select 4<sup>th</sup> and 5<sup>th</sup> grade classrooms</p> <p>Implement Double Specials including addition of Math Lab in order to provide FFAS training time and increased teacher collaboration</p> <p>Implementation of Cohort 3 FFAS</p> <p>Implement Read 180</p>	<p>AC classroom data</p> <p>Formative assessment data, EOG data</p>	<p>AC teacher</p> <p>Teachers</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>	<p>Implement Read 180</p> <p>Provide Study Island all content areas for K – 5<sup>th</sup> students</p> <p>Provide First in Math 1<sup>st</sup> – 5<sup>th</sup></p> <p>Provide extended day tutoring for select K - 5<sup>th</sup> grade students</p>	<p>Formative assessment data, EOG data, Study Island and First in Math reports</p>	<p>Teachers</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 (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> (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> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Administer surveys to families, staff, and students and use the results of the surveys  Include parents on Design Teams  Seek feedback from stakeholder groups such as PTSA Executive Board, School Council, and Partners in Education	AdvanED surveys  Health survey  Design Team minutes  Minutes from meetings	Principal			

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	Offer parent meetings (ESOL Open House, Open House for parents of Gifted students, Engineering Night, Science Night, Art Night, PTSA meetings and events).  Assist Spanish speaking families (bilingual Clerk)	Attendance at events	Principal, teachers			
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Provide monthly perfect attendance certificates and incentives for students and staff  Track student daily attendance  Last year's data showed 226 students missed >5 days of school.	Daily attendance data  Truancy intervention meetings with parents	Principal, Social Workers, teachers, attendance clerk	Will seek PIE financial support for dog tags for perfect attendance		

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

<i>District Focus Priorities 2016-2019</i>	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)						<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<b>Focus Priorities:</b> (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> (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Attend CCSD Job Fairs  Target application questions to position requirements  Continue partnership with KSU to place students here	Teacher certification  Interviews	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>	Provide professional learning for the implementation of FFAS (Cohort 3)  Encourage participation in district trainings	FFAS trainings	Teachers and Administration			
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>	Meet with individual teachers for goal setting (pre conference)  Meet with individual teachers for mid-year reflection questions/ conferences  Meet with individual teachers for end of year conference/data discussion	Agendas (pre conference, mid-year conference, summative conference)	Teachers and Administration			
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: Lewis

Trend	Lewis			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	75.0%	73.7%		84.6%	74.0%	
On-track for Graduation	97.8%	95.2%	97.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	13.3%	15.8%	11.9%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	82.6%	90.9%	83.4%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	57.4%	53.0%	52.9%	56.6%	57.5%	56.8%
CCRPI Score	69.2	72.3		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.