

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)	Quarterly data will be collected, disaggregated, and reviewed by administration and assessment key team. Instruction will be adjusted based on data outcomes.	Running Records, RI, MI, Sight Words, Writing Rubric Results	Administration Assessment Key Team	N/A		
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)	We will continue to implement data teams. Teachers will create pre and post assessments and determine instructional strategies based assessment outcomes.	Data team results	Farrell, Kindergarten and First Grade teachers.	Continued support with the data teams process provided by principal.		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Teachers will participate in quarterly professional learning in the areas of reading, writing, and math.	Teacher surveys	Stagich Hourigan	Title I funds and SFSD funds for substitutes. Additional funding form materials for make and take activities.		

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. We will provide reading intervention by Reading Recovery trained teachers in first grade, and tutoring by Orton Gillingham trained teachers in kindergarten and first grade. 2. We will provide math Tutoring, and remediation and based on unit assessment results. 3.N/A	Running Records, RI, MI,	Reading Recovery trained teachers, Orton Gillingham trained teachers, Math tutors, Grade level teachers.	Orton Gillingham training, Reading Recovery training, math unit assessments		
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	N/A
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	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 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

Seek and evaluate stakeholder input for critical processes. (AdvED)	Building Leadership Team will analyze AdvED survey results and Title I survey results adjust SSP and Title Plans accordingly.	AdvED survey results & Title I surveys.	Building Leadership Team	AdvED Survey Results, Title I survey Results.		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	See Title I plan.	N/A	N/A	N/A	N/A	N/A
Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	N/A

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>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Principal will attend a minimum of one recruitment event in addition to those required by the school district</p>	<p>Attendance at recruitment event.</p>	<p>Principal</p>	<p>N/A</p>		
<p>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)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Support local school teachers and leaders to improve retention rate. (IE²) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Teachers will attend quarterly professional learning</p>	<p>Staff surveys.</p>	<p>Hourigan Stagich</p>	<p>Title I funds and SFSD funds for substitutes. Additional funding form materials for make and take activities.</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>We will utilize SLO results, RI results, MI results, and classroom observations to monitor professional performance.</p>	<p>TKES & LKES</p>	<p>Blackburne Farrell Embry</p>	<p>TKES & LKES</p>		

Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	N/A
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Elementary School Key Trends: McCall Primary

Trend	McCall Primary			Cobb		
	2014	2015	2016	2014	2015	2016
Advanced Academics	5.5%	6.8%	5.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	94.8%	91.8%	92.1%	82.9%	86.9%	81.4%
CCRPI Score	87.5	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.