

## 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:</i> (Based on priorities identified by IE <sup>2</sup> , 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)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Collect data thru FFAS, Data teams, grade level common assessments,	SLO Data, Georgia Milestones Data, DRA, SRI, SMI, TKES Ratings	Teachers Administration	TTIS, CTLS		IP
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>	Use existing and/or created common assessments examine data thru data teams, analyze pre/post testing, develop differentiated lessons  Participate in District FFAS Implementation	TKES Ratings, SLO Data, Georgia Milestones Data, local school assessments, DRA, SRI, SMI, TKES Ratings	Teachers Administration	TTIS, CTLS training		IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	Active participation in and implementation of ongoing, job embedded professional development: FFAS and technology trainings with our TTIS, STEM trainings	AdvancEd survey TKES Ratings	Teachers Administration	TTIS, Technology for iRespond		IP

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Monitor student data from DRA, SRI, and other local assessments. Continue the use of RTI strategies and Specialized Instruction for students reading below grade level. Extended Day Tutoring</p>	<p>DRA, Georgia Milestones Data, SRI , RTI data and progress reports</p>	<p>Teachers Administration RTI facilitators</p>	<p>20 Day Funds for Extended Day</p>		<p>IP</p>
<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>	<p>Implement Number Talks and guided math with fidelity  Administer and analyze math common formative assessment data  Extended Day Tutoring</p>	<p>SLO Data, SMI, Georgia Milestones Data, Data from grade level common assessments</p>	<p>Teachers Administration</p>	<p>20 Day Funds for Extended Day</p>		<p>IP</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Continue RTI process, differentiated lessons, RTI strategies and process, specialized instruction for Special Education students  Extended Day Tutoring</p>	<p>RTI Data, SRI, DRA, SMI, SLO, local school assessments, report card grades, number of students retained</p>	<p>Teachers Administration Counselors</p>	<p>20 Day Funds for Extended Day</p>		<p>IP</p>
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Ensure that students will demonstrate proficiency at or above grade level in math.  Ensure that students will demonstrate proficiency at or above grade level in writing.  Ensure that teachers will increase the degree to which they work in teams through structures and opportunities for collaborative planning with a focus on differentiation and progress monitoring.</p>	<p>Grade level common assessments, Georgia Milestones Data, differentiated lessons, lesson plans</p>	<p>Teachers Administration</p>			

**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>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>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)</p>	<p>Use 20-day funding for tutors, RTI Strategies , Differentiated instruction, Continue support of the Special Education and RTI interventions and protect their teaching time</p>	<p>SLO Data, Local school assessment data, RTI progress, SRI, SMI, DRA, Georgia Milestones Data, differentiation in lesson plans, IOWA results</p>	<p>Teachers Administration</p>	<p>CTLS Training TTIS, 20 Day Funding</p>		<p>IP</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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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

<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>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Use the Parent Survey, and TKES/LKES surveys to plan and implement programs that focus on parent engagement and STEM activities for families.</p>	<p>AdvancEd survey, LKES survey, TKES survey</p>	<p>Teachers Administration</p>	<p>N/A</p>		<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Use survey results to plan activities that promote parent engagement in school and community activities including STEM Family Engagement Night in November, 100<sup>th</sup> Day of School Coffee Chat with Dr. Garriss in January, Winter Dance in February, International Night in March, Dance with Dad/Move with Mom events in April.</p>	<p>Parent Surveys, AdvancED survey, Comments, reviews, and information from parents</p>	<p>Administration</p>	<p>N/A</p>	<p>PTA/School Foundation minutes  Funded grants/proposals from various teachers in our building to attend conference, purchase supplies to enhance student success</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Meet with: School Council, PTA, and Mountain View Foundation to review testing data and plan for the closing of our current building and the May/June 2016 opening of our new school building.</p>	<p>Comments/meet ings/reviews throughout the year to track family participation in the events.</p>	<p>Administration</p>	<p>N/A</p>	<p>PTA/School Foundation minutes  Funded grants/proposals from various teachers in our building to attend conference, purchase supplies to enhance student success</p>	<p>IP</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><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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Continue to implement consistent and rigorous interview process Support current teachers in obtaining additional certifications in gifted, special education, or technology</p>	<p>TKES</p>	<p>Administration</p>	<p>District support to communicate programs</p>		<p>IP</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. (IE<sup>2</sup>)</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. (IE<sup>2</sup>) (S)</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>Provide continuous job embedded professional learning and training. Provide a variety of professional development opportunities for all teachers based on the needs of teachers which will include teachers reading Student Voice, STEM related articles/books, and FFAS training.</p>	<p>Surveys TKES</p>	<p>Teachers Administration</p>	<p>District support thru experts</p>		<p>IP</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>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>	<p>Focus on TKES commentary and conferencing as well as TKES data analysis</p>	<p>TKES/LKES data and survey results</p>	<p>Teachers Administration</p>			<p>IP</p>

**Other:**  
(Specific to school, division, or area.  
Can be more than one.)

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## Elementary School Key Trends: Mountain View

Trend	Mountain View			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	79.9%	84.9%		84.6%	74.0%	
On-track for Graduation	95.1%	94.0%	95.1%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	37.8%	40.2%	41.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	78.4%	84.2%	78.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	65.8%	77.0%	88.2%	56.6%	57.5%	56.8%
CCRPI Score	88.3	83.2		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 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.