

## 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>	<p>Implement an extensive data analyzation process by drilling down on school-wide, grade level, and classroom EOG Milestones results. Teachers will collaborate in grade/content vertical groups during staff meetings, teams meetings, and individually, to determine how to adjust instruction accordingly. K-5 teachers will participate in EOG Milestones reflection to determine necessary steps to impact instruction.</p>	<p>Local standards based assessment results throughout year; EOG Milestones assessment results 2016-17</p>	<p>Certified Teachers/ Admin</p>	<p>None; Teacher collaboration will take place during designated school meeting times</p>		IP
	<p>Implement grade level data team meetings once monthly to monitor progress. Team leader will present data at monthly school-wide data team meeting.</p>	<p>Local standards based assessment results throughout year; EOG Milestones assessment results 2016-17</p>	<p>Certified Teachers/ Admin</p>	<p>None; teacher collaboration will take place during designated school meeting times</p>		IP

<p>3. <i>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>Address student understanding by utilizing reading and math data from formative assessments and adjust instructional strategies accordingly.</p>	<p>Pre and post math assessments; RI and MI assessment results</p>	<p>Certified Teachers/ Admin</p>	<p>Funds for subs for collaboration time</p>		<p>IP</p>
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Implement Positive Behavior Incentives &amp; Supports (PBIS) decrease the number of behavioral office referrals and promote a positive school climate.</p>	<p>PBIS Team Action Plan  Summary reports from SWIS (School-Wide Information System)</p>	<p>Certified Teachers/ Admin</p>	<p>Funds for the printing of “Starbucks” incentive for PBIS</p>		<p>IP</p>
	<p>Engage in professional learning on behavior strategies which correlate with PBIS school-wide initiative.</p>	<p>Teacher feedback, summary reports from SWIS</p>	<p>Certified Teachers/ Admin</p>	<p>Funds for speaker services rendered; subs for teachers</p>		<p>IP</p>
	<p>Identify strengths/weaknesses in instruction through staff training on and implementation of SLDS (State Longitudinal Data System) and adjust instruction accordingly. Monitor implementation of SLDS with staff on SLDS website.</p>	<p>Reports on the number of hits on SLDS website</p>	<p>Certified Teachers/ Admin</p>	<p>None</p>		<p>IP</p>
	<p>Restructure Nicholson Governance model to align with CCSD District Priority #4, focusing on grade level/content collaboration, data driven decision making, strategies for differentiation and engagement.</p>	<p>EOG Milestones assessment results 2016-17; RI, MI end of year results</p>	<p>Certified Teachers/ Admin</p>	<p>None</p>		<p>IP</p>

<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	Track student progress by administering RI 3x yearly.	Track gains in RI Lexile data	Certified Teachers/ Admin	None		IP
	Identify below grade level students in reading and invite them to participate in tutoring opportunities from retired teachers providing additional instruction during R/ELA block.	Track gains in RI Lexile data	Certified Teachers/ Admin	20 Day Funds for tutors		IP
<i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i>	Track student progress by administering MI 3x yearly to direct instruction.	Track student progress through local pre and posttest data	Certified Teachers/ Admin	None		IP
	Implement Number Talks, GLOSS (Diagnostic Math Assessment), Guided Math, Modeled Drawing, "Wiser Wednesdays" (extra hr. math weekly) in all grades except 2 <sup>nd</sup> (STEM) and 4 <sup>th</sup> (90 min. math daily)	Track student progress through EOG Milestones results, pre and posttest math data, MI results	Certified Teachers/ Admin	None		IP
<i>7. Increase number of students academically completing every grade.(S)</i>	Identify students at risk of failing and utilize peer mentors and tutors to assist struggling students.	Track student performance through math pre and posttest data, RI, MI data	Certified Teachers/ Admin	20 Day Funds for tutors		IP
<b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Increase student attendance through implementation of PBIS.	Quarterly attendance reports in SWIS, CSIS, and Social Worker tracking reports for attendance	Certified Teachers/ Admin/ School Social Worker	Attendance, PBIS incentives		IP

	Clarify instructional expectations and structure monitoring systems.	Checklists for monitoring instructional expectations	Admin	None		IP
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## Board Goal 2: *Differentiate resources for students based on needs.*

<p><i>District Focus Priorities</i> <i>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>					<p><u>Focus Priority Status:</u> 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> (Due June 30, 2017)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Reallocate resources to meet student needs through 4<sup>th</sup> Grade Team Teaching, 5<sup>th</sup> Grade Departmentalization, and 2<sup>nd</sup> Grade STEM Block weekly.</p>	<p>Track student progress through RI and MI assessment data; math pre and posttest data</p>	<p>2<sup>nd</sup>, 4<sup>th</sup>/5<sup>th</sup> Grade Teachers/ Admin</p>	<p>None</p>		<p>IP</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>Identify struggling learners and monitor progress through remedial, special education, and ESOL learning strategies.</p>	<p>Track RI, MI, and pre/post data for targeted students  Reports/data from System 44 to show progress</p>	<p>Certified Teachers/ Admin</p>	<p>System 44/Read 180 computer program  20 Day funds</p>		<p>IP</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>					
<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> (Due June 30, 2017)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Review feedback from School Council and PTA on SSP and adjust on relevant feedback.	Minutes from stakeholder meetings and documents with results from implementation in meeting minutes.	Administration Office of Accountability	None		IP

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Conduct English classes on Rosetta Stone computer program once weekly (2hrs.) for parents with limited English proficiency, free of charge.</p>	<p>Parent participation</p>	<p>ESOL Teacher and EIP Teacher</p>	<p>Rosetta Stone software licenses, provided by ESOL/Title III department</p>		<p>IP</p>
	<p>Conduct PBIS at home classes for parent and community members based on parent input.</p>	<p>Parent participation; report on number of discipline referrals from SWIS program, teacher and parent survey results</p>	<p>School Social Worker</p>	<p>None</p>		<p>IP</p>
	<p>Seek parent input in multiple venues on a variety of topics to determine needs and actions. Provide table at curriculum night with parent surveys. Connect home/school with a variety of topics on website.</p>	<p>Parent participation; report on number of discipline referrals from SWIS program, teacher and parent survey results</p>	<p>School Social Worker</p>	<p>None</p>		<p>IP</p>

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase parent involvement and participation through parent callouts from school and new PTA Executive Board. Work with PTA to support Toolbox, a user friendly way to engage parents and increase involvement. Bring on other partners in education which encourage parental involvement.</p>	<p>Attendance data from family events</p>	<p>Key Committee School and Community Involvement  PTA Executive Board</p>	<p>None</p>		<p>IP</p>
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**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>Focus Priority Status:</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> (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Revise criteria and utilize interview questions specific to Nicholson as to what constitutes a highly effective teacher.</p>	<p>TKES evaluation data</p>	<p>Admin and Building Leadership Team</p>	<p>None</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>	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Increase teacher knowledge of formative assessments and student progress monitoring.	Walkthrough data, lesson plans, minutes from data team meetings, TKES evaluation data	Certified Staff/ Admin	Training in SGM and SLDS		IP
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>	Identify and address the needs of all staff based on self-assessment surveys and determine important strategies.	TKES portal documentation, TKES evaluation data	Certified Staff/ Admin	None		IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						



## Elementary School Key Trends: Nicholson

Trend	Nicholson			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	81.8%	80.9%		84.6%	74.0%	
On-track for Graduation	100.0%	100.0%	97.4%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	18.1%	17.4%	15.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	85.3%	92.6%	82.0%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	62.2%	72.2%	70.9%	56.6%	57.5%	56.8%
CCRPI Score	85.1	75.2		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.