

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 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 |
| 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) | Identify specific weaknesses in reading and math utilizing existing data. Use data from RI/MI to monitor progress and implement strategies to support differentiation and progress on raising achievement levels. | CTLS EOG RI/MI EOG Data | Administration Academic Coaches Teachers | Assessment Data | | |
| 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) | Administer Flexible Formative Assessment through CTLS in all subject areas. | Pre/Post Test for math G-Kids K DRA Ready to Read(k) | Administration Academic Coaches Teachers | TTIS Academic Coaches CTLS | | |

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| <p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p> | <p>Develop a comprehensive in-service plan to address areas requiring remediation.</p> <p>Utilize professional learning communities to enhance teacher instructional practice and improve student learning achievement in all areas.</p> | <p>TKES observations Lesson Plans</p> | <p>Administration Academic Coach Teachers Mentors</p> | <p>Academic Coaches Collaboration Planning Day Post Planning and Data Teams</p> | | |
| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2015 Reading Scores)</p> | <p>Provide workshops and professional learning on collaborative planning and literacy to support instructional practices and strategies to specifically support students' remediation and acceleration.</p> | <p>DRA SRI CTLs R2R (k)</p> | <p>Administration Academic Coach Teachers</p> | | | |
| <p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p> | <p>Provide workshops and professional learning on math strategies, number sense and problem solving to support instructional practices and strategies to specifically support students' remediation and acceleration.</p> | <p>Pre/Post Test Math MI Quantile CTLs Formative Assessments Touchstone</p> | <p>Administration Academic Coach Teachers</p> | <p>Academic Focus Meetings Modeled Lessons</p> | | |
| <p>7. Increase number of students academically completing every grade.(S)</p> | <p>Tailor instruction to address specific weaknesses as identified by ITBS, SLO's and EOGT.</p> | <p>RI/MI,SLO, ITBS, EOG, DRA</p> | <p>Administration Academic Coach Teachers</p> | <p>N/A</p> | | |
| <p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>Protect time allotted for collaboration between teachers</p> | <p>Minutes from meetings Academic Focus Sign-In Sheets</p> | <p>Administration Academic Coach Teachers</p> | <p>Substitutes for Collaborative Planning Day Post Planning and Data Teams</p> | | |

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

| <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 (<u>Due September 1, 2016</u>)</p> | | | | | <p><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</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: (<u>Due June 30, 2017</u>)</p> | | |
| <p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p> | <p>Create and implement STEM Learning Opportunities</p> <p>Utilize Read 180 and System 44 to supplement on-going instruction</p> | <p>EOG DRA Co-Created Writing Rubrics SRI/SMI STEM Day Participation</p> | <p>Administration Academic Coach Teachers</p> | <p>STEM Materials Igniting Minds (GE) DRA Training</p> | | |
| <p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | | |

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| 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. Provide professional learning that delivers instructional strategies to specifically support students not on grade level 2. Protect time allotted for collaboration between teachers 3. Utilize supplemental resources to support specific needs and implement readiness programs | SLO ITBS EOG SRI/SMI Training Logs | Administration Academic Coach District Math Coach Teachers | Academic Coaches Number Talk Training Running Records and DRA Training | | |
| 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 | |
| Other: (Priorities specific to school, division, or area. Can be multiple.) | Share DRA, RI and MI scores with parents to communicate student strengths and weaknesses | DRA | Teachers Academic Coaches | DRA Materials | | |

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

| <i>District Focus Priorities 2016-2019</i> | 2016-17 Aligned Actions and Measurements (Due September 1, 2016) | | | | | | <i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met |
|--|---|----------------------------------|--|--------------------------|---|--|---|
| 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) | | |
| Seek and evaluate stakeholder input for critical processes. (AdvED) | Use AdvEd parent survey | As measured by SACS/AdvED survey | Administration Academic Coach Parent Liaison CCSD | N/A | | | |

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| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S) | See Title I Plan | | | | | |
| Other: (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.*

| <i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD) | 2016-17 Aligned Actions and Measurements (Due September 1, 2016) | | | | | | <u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met |
|--|--|--|------------------|-------------------------------|---|--|---|
| | 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) | | |
| Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²) | Encourage current teachers to seek additional endorsements in key areas | Additional endorsements gained by current teachers | Administration | CCSD Professional Development | | | |

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|--|--|---|--|---|-----|--|
| 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) | N/A | N/A | N/A | N/A | N/A | |
| Support local school teachers and leaders to improve retention rate. (IE²) (S) | 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. (AD) | Provide in-service with Greg Tang Utilizing professional learning communities to enhance teacher instructional practice and improve student learning achievement in priority areas Review school data and collaborate vertically to review RI/MI, SLO and EOG data | Survey Lesson plans as needed (365) TKES Data RI/MI | Administration Academic Coaches Teachers | Academic Coaches Eagle's Hub (Instructional Blog for Teachers created by Academic Coaches) | | |
| Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) . | N/A | N/A | N/A | N/A | N/A | |
| Use results of TKES and LKES to improve professional performance (IE²) | Utilize TKES data to identify specific areas of weakness for individual teachers. | TKES Data | Administration Academic Coaches | TKES Platform Academic Coaches | | |
| Other: (Specific to school, division, or area. Can be more than one.) | | | | | | |

Elementary School Key Trends: Norton Park

| Trend | Norton Park | | | Cobb | | |
|--------------------------|-------------|-------|-------|-------|-------|-------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Lexile Levels 5th Grade | 77.3% | 45.9% | | 84.6% | 74.0% | |
| On-track for Graduation | 71.9% | 82.2% | 65.7% | 90.7% | 92.3% | 92.7% |
| Career Ready | 98.4% | 97.7% | 97.8% | 93.6% | 96.9% | 98.0% |
| Advanced Academics | 6.1% | 2.8% | 2.8% | 15.8% | 16.9% | 17.1% |
| Stakeholder Satisfaction | 81.2% | 82.8% | 74.9% | 82.9% | 86.9% | 81.4% |
| Iowa Reading 3rd Grade | 27.9% | 26.8% | 31.6% | 56.6% | 57.5% | 56.8% |
| CCRPI Score | 62.7 | 57.8 | | 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.