

## 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 <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)	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. <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>	Continue with the implementation of the Workshop model for Instruction( Readers, Math, Writers)	TKES,EOG, Common Assessments, Classroom Walkthroughs	Administration , Building Leadership team(BLT), coaches, & teachers			
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>	Standardize the school wide process for data teaming and team collaboration.	Data team notebooks, minutes, and logs.	Administration , Building Leadership team(BLT), coaches, & teachers	Cell tower grant funds		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b>	Plan Staff Development sessions structured around the Workshop model, data team, and good instructional practices.	Calendar, staff feedback, TKES, and lesson plans	Administration , Building Leadership team(BLT), coaches, & teachers	Cell tower grant funds.		
5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)	Use RTI and SPED Strategies Use Guided Reading Strategy groups Continued use of Readers Workshop model	Classroom Data profile sheets DRA /RI progress Running Records TKES observations	Classroom teachers EIP teachers	20 day funds		

6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math & HS Algebra Scores)	Use Conceptua Math (pilot) Implementing Math Workshop model	Common Assessments Data Logs Lesson Plans TKES observations	Classroom Teachers Data teams Administration			
7. Increase number of students academically completing every grade. <b>(S)</b>	Continued use of the RTI process Continue Communication between teacher and parents about academic issues. Use of data team process	Classroom data profile sheets Lesson Plans Contact logs RTI minutes/logs	Administration , teachers, counselors			
<b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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
Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>	Implement ESOL Innovative model	ACCESS Scores EOCG scores DRA RI	ESOL Lead, ESOL Teachers, ESOL Certified Teacher , ESOL Admin.			
Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	



<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Use of surveys to gauge parent input( online and paper) Plan feedback sessions for parents to attend. Use PTA to communicate and receive parental input</p>	<p>Attendance at events, survey results.</p>	<p>Administration and BLT</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 of Blackboard Connect to communicate with parents:</p> <ul style="list-style-type: none"> <li>• Weekly with a Phone blast</li> <li>• Monthly with an emailed school Newsletter</li> <li>• Text messages for reminders</li> </ul> <p>Use of social media to communicate with parents( blogs, twitter, website,etc)</p> <p>Plan Parent information nights such as curriculum night and open house to provide parents with resources.</p>	<p>Blackboard contact logs Parent feedback Parent attendance</p>	<p>Administration and BLT</p>			
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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 hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Use the Talent Ed system to screen potential applicants for interviews.	TKES  Classroom Walk-throughs	Administration			
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> )	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (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 support with academic coaches. Provide mentoring for new staff members Team Collaboration time .	TKES and walk through observation	Administration			
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 (IE <sup>2</sup> )	Align professional development with TKES Monitor TKES standards through observation and walks.	TKES data	Administration			
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: Pitner

Trend	Pitner			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	80.5%	73.5%		84.6%	74.0%	
On-track for Graduation	85.1%	85.6%	88.0%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.4%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	20.9%	22.1%	19.9%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.2%	86.4%	74.8%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	58.3%	61.9%	56.2%	56.6%	57.5%	56.8%
CCRPI Score	82.3	73.2		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.