

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 (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)	1. Identify students who perform below grade level in literacy at the end of each quarter and make instructional adjustments as needed 2. Identify students who perform below level in math at the end of each quarter and make instructional adjustment as needed	1. Running Records, District wide Screener, DRA2, Lucy Writing Rubric 2. Local SSP Problem Solving Assessment	1. Teachers Academic Coaches Administration 2. Teachers Academic Coaches Administration	1. CTLS Training 2. Currently in place		

<p><i>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)</i></p>	<ol style="list-style-type: none"> 1. Collaborate by grade level and across content to identify common assessment using the CTLS platform to monitor daily instruction 2. Conduct biweekly and quarterly data team meetings to analyze student data, determine growth, and recommend strategies for growth 3. Design differentiated learning strategies across content area to address student needs 	<ol style="list-style-type: none"> 1. Common grade level assessments using CTLS 2. Biweekly and quarterly data meetings 3. Instructional walks Lesson plans Team meetings 	<ol style="list-style-type: none"> 1. Teachers Academic Coaches 2. Academic Coaches, Teachers, Administration 3. Teachers 	<ol style="list-style-type: none"> 1. CTLS Platform 2. NA 3. Title I Funds 		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ol style="list-style-type: none"> 1. Implement professional learning activities to assist teachers with developing common assessments on the CTLS platform 2. Increase the use of Lucy Calkins writing strategies to improve student writing 3. Collaborate to score student writing samples 4. Collaborate with teachers from five schools to implement Ready to Read Initiative 	<ol style="list-style-type: none"> 1. Instructional walks Lesson plans Observations Teams minutes 2. Lucy Calkins Writing Rubric/Checklist and Anchor charts 3. Lucy Calkins Writing Rubric 4. Phonics Assessment (CTLS Platform) 	<ol style="list-style-type: none"> 1. Teachers Coaches Administration 2. Teachers 3. Teachers Coaches 4. Teacher Paraprofessionals Administration 	<ol style="list-style-type: none"> 1. Grade level maps and common/formative assessments 2. Lucy Calkins Units of Study Kit 3. Lucy Calkins writing rubrics (Currently in place) 4. ELA Ready to Read lessons/assessments 		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Provide intensive literacy instruction using the literacy collaborative model for first grade students who read below level</p>	<p>1. Running Records FRA SRI CTLS Platform</p>	<p>1. Teachers Literacy Coach</p>	<p>1. Running Records DRA2 (currently in place)</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>1. Use SMI to monitor math progress and plan the instructional program 2. Monitor math problem solving skills using the CCSD Problem Solving Rubric</p>	<p>1. SMI 2. CCSD Problem Solving Rubric</p>	<p>1. Teachers 2. Teachers Coaches</p>	<p>1. Computers, Ipads, SMI (Currently in place) 2. CCSD Problem Solving Rubric (Currently in Place)</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Decrease the number of students retained from 16 in 2015-2016 to 10 in 2016-2017.</p>	<p>1. Individual Academic Plans Extended Day/ RTI Strategies</p>	<p>1. Teachers Coaches Administration Counselors</p>	<p>1. Academic Plans (Currently in place)</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due August 8, 2016)</p>					<p><u>Focus Priority Status:</u> 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: (Due June 30, 2017)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>1. Use literacy specialist to provide intense one-on-one instruction for students performing below grade in the collaborative setting</p>	<p>1. Running Records SRI FRA</p>	<p>1. Literacy Specialist Administration</p>	<p>1. N/A</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>		
<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>1. Use FRA and/or SRI to identify students performing below level in literacy and provide extended day to help bridge gaps in reading</p> <p>2. Use SMI to help identify students performing below level in math and offer the extended day program to help bridge gaps in math.</p> <p>3. Develop academic plans for students performing below level in reading, writing, and math</p>	<p>1. SRI FRA Running Records</p> <p>2. SMI Report Cards</p> <p>3. Running Records Lucy Calkins Writing Rubric SMI</p>	<p>1. Teachers Coaches Administration</p> <p>2. Teachers Coaches Administration</p> <p>3. Teachers Coaches Administration Parents</p>	<p>1. Title I funds for salaries</p> <p>2. Title I funds for salaries</p> <p>3. Academic Plans (Currently in place)</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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<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 August 8, 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><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Increase the number of parents participating in the School Climate Survey by 10 over last year participation of 69.</p> <p>2. Increase climate star rating of 3 to 4.</p>	<p>1. AdvancEd Survey</p> <p>2. Climate Star Rating Survey</p>	<p>1. CCSD</p> <p>2. CCSD</p>	<p>1. N/A</p> <p>2. N/A</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>2. Engage parents in the following workshops to enhance student achievement</p> <ul style="list-style-type: none"> a. Development of Social Skills b. Nutritional factors on achievement c. Increase reading stamina through read aloud d. Literacy and math skills development through technology 	<p>2. Survey results for each activity listed</p>	<p>2. Parent Facilitator SSP Parent Involvement Team Administration</p>	<p>2. Title I Funds</p>		

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

<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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>1. Continue to recommend for hire or support current teachers to obtain certification in reading and or ESOL endorsement</p>	<p>1. TKES</p>	<p>1. Administration CCSD HR</p>	<p>1. District support</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>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>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>1. Use Title I Planning Days to allow teachers time to plan curriculum units, organize resources, identify assessment using CTLS platform to monitor student growth for improve teaching and learning</p>	<p>1. Walkthroughs Lesson Plans TKES data</p>	<p>1. Coaches Administration</p>	<p>1. Substitutes, curriculum guides, new adoption materials and resources (Currently in place)</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>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>1. Use self-assessment results and TKES/LKES ratings to help design individual professional learning to support their growth</p>	<p>1. Formative and Summative TKES Data</p>	<p>1. Teachers Administrators</p>	<p>1. Time</p>		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Riverside Primary

Trend	Riverside Primary			Cobb		
	2014	2015	2016	2014	2015	2016
Advanced Academics	4.5%	5.9%	6.8%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	85.7%	86.2%	88.0%	82.9%	86.9%	81.4%
CCRPI Score	85.7	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.