

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)	Implement CTLS and use the formative assessment to guide instruction in reading and math. Use RI and DRAs to monitor reading progress and implement differentiated reading instruction Use MI to monitor math progress and implement differentiated math instruction	CTLS RI, MI Lesson plans	Administration Grade level teams Academic Coaches	CTLS TTIS		
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)	Implement CCSD Flexible Formative Assessment System Use collaborative planning to utilize grade level common assessments using FFAS	Team minutes CTLS data PD based on TTIS timeline	Administration Grade level teams Academic Coaches TTIS	Title I SFSD Funds CTLS		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Conduct professional learning activities (reading, math, science) during collaborative planning days and team meetings	Team minutes; PL plan	Administration Academic Coaches	Title I SFSD Funds		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Implement 20 day tutoring in reading in grades 3-5 to increase student performance in reading Implement Title I tutoring in reading in grades K-2 to increase student performance in reading	RI EOG DRA System 44/Read 180	Administration Grade level teams	Title I SFSD Funds		

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Increase opportunities for students to explain thinking orally and in writing by using RACE strategy (restate the question, answer the question, cite text evidence or strategy, explain your answer) to teach constructed in math</p> <p>Increase use of manipulatives to take instruction from concrete computation to abstract application</p>	<p>Grade level common assessments MI Walk throughs Observations Teacher self-reports</p>	<p>Administration Grade level teams Academic Coaches</p>	<p>Title I SFSD Funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Monitor grade report rosters by administrative team to identify students in need of intervention</p>	<p>Grade report rosters</p>	<p>Administration Academic Coaches Counselors</p>	<p>RTI data</p>		
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>		<p>Walk throughs Observations Lesson plans</p>	<p>Administration Grade level teams Academic Coaches</p>	<p>Title I SFSD Funds</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 September 1, 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>Continue to implement PBIS school wide in order to move school from installing to emerging level</p>	<p>Discipline referrals</p>	<p>Administration PBIS Team</p>	<p>Funds to purchase materials for behavior support (reward room items, incentives for teachers)</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>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>Implement Title I tutoring in reading in grades K-2 to increase student performance in reading Implement 20 day tutoring plan for grades 3-5 Identify students who are performing in the lowest quartile and provide EIP services to increase academic performance.</p>	<p>RI EOG DRA EIP checklist System 44/Read 180</p>	<p>Administration EIP teachers</p>	<p>20 day funds EIP funds Title I funds</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>	

Other:
(Priorities specific to school, division, or area. Can be multiple.)

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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 September 1, 2016)</p>					
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</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>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Seek parent input through: Conference week surveys School Council PTA Coffee with Principal Title I parent meetings Grade level Helping Hands Days</p>	<p>SACS surveys LKES surveys Sign in sheets PTA and School Council minutes</p>	<p>Administration Grade level teams Parent Facilitator CCSD</p>	<p>N/A</p>		
<p>Other: (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.*

<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 September 1, 2016)</p>					<p>Focus Priority Status: 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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Utilize interview team including administration, academic coaches &/or grade level representatives when hiring new staff.</p>	<p>Interview notes</p>	<p>R Jenkins HR department</p>	<p>District support to communicate programs</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>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>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>Develop and implement professional learning plan to include reading strategies math problem solving, and science</p>	<p>PI plan TKES</p>	<p>R Jenkins K Laine K Wells</p>	<p>District support through curriculum specialists</p>		

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)	Provide individual feedback Develop PL activities to address identified areas for improvement Review trend data and align support.	TKES	Administration Academic Coaches	District support through evaluation office		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Sanders

Trend	Sanders			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	61.1%	59.2%		84.6%	74.0%	
On-track for Graduation	79.1%	94.5%	83.7%	90.7%	92.3%	92.7%
Career Ready	100.0%	55.5%	96.9%	93.6%	96.9%	98.0%
Advanced Academics	3.8%	4.4%	4.3%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	75.6%	75.7%	69.7%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	25.6%	43.6%	42.9%	56.6%	57.5%	56.8%
CCRPI Score	64.5	63.0		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.