

## 2016-17 Cobb County School District Strategic Plan

### Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</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><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>	Attend weekly PLC's to analyze student data and determine next steps for student success.	K- Phonics R2R 1-5 MI, RI, GLOSS	SES Teachers and Administrators	NA		
<p>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></p>	Implement formal and flexible assessments for instructional adjustments.	DRA, MI, RI, GLOSS, DRA	SES Teachers and Administrators	NA		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. <b>(AD)</b></p>	Participate in weekly PLC's to determine instructional pacing and develop common assessments.	Pacing guides, lesson plans, TKES data	SES Teachers and Administrators	Release Time- Title I Funds		

<p><i>5. Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue collaboration with RTI and SPED strategies for students performing below grade level.</p> <p>Implement additional small group phonics instruction (K), small group Level Literacy Intervention for lowest performing students in 1-5 (EIP), and System 44/Reading 180 in grades 3, 4, &amp; 5 (EIP and Academic Coach)</p> <p>Encourage participation in Million Minute Reading Challenge</p> <p>Tutor under achieving students in grades 3-4-5</p>	<p>RI and DRA</p> <p>R2R Phonics, RI, Reading 180, System 44 and Milestones</p> <p>Reading Logs</p> <p>Data sheets</p>	<p>SES Teachers and Administrators</p> <p>SES Teachers, Reading Intervention Teachers, EIP Teachers, Administrators, and Tutors</p> <p>SES Teachers, Students and Parents</p> <p>Tutors</p>	<p>Teacher Planning Time</p> <p>20 Day Funds for Tutoring, System 44/Read 180, Level Literacy Intervention</p> <p>PTA Incentive funds</p> <p>20 Day &amp; Title Funds</p>		
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Continue collaboration with RTI and SPED strategies for students performing below grade level.</p> <p>Implement additional small group math instruction for lowest performing students in primary grades (EIP) and intermediate grades (EIP).</p> <p>Tutor under achieving students in grades 3-4-5</p>	<p>MI and GLOSS</p> <p>MI, GLOSS, First in Math</p> <p>Data sheets</p>	<p>SES Teachers and Administrators</p> <p>SES Teachers, Administrators, Math Recovery Teacher, EIP Teachers.</p> <p>Tutors</p>	<p>Teacher Planning Time</p> <p>20 Day Funds for Tutoring</p> <p>20 Day &amp; Title Funds</p>		
<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Continue RTI process and additional year conferences and notifications.</p>	<p>RTI Data</p>	<p>SES Teachers, Administrators, Counselors, and Parents</p>	<p>Teacher Planning Time</p>		
<p><b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<p>Implement STEM challenges in grades 2-5.</p> <p>Implement Math Specials rotation and Interventions in grades 2-5.</p>	<p>STEM Rubrics</p> <p>Grade Level Math Standards</p>	<p>STEM Teacher</p> <p>Math Specials Teacher</p>	<p>Title I, County and Foundation 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 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><u>Focus Priority Status:</u></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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Implement Accelerated Learning opportunities for 4<sup>th</sup> grade students in ELA to increase student achievement.</p> <p>Implement Dual Language Immersion English/Spanish for students in K and 1st grade.</p>	<p>Milestones, RI, DRA</p> <p>RI, MI, DRA, GKids, R2R Phonics</p>	<p>Academic Coaches, Teachers, and Administrators</p>	<p>District Support</p> <p>DLI Training Greg Barfield</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>Not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>Provide Reading Intervention through Level Literacy Intervention, System 44, Read 180, Million Minute Challenge, and Tutoring</li> <li>Provide Math interventions through GLOSS, Math Recovery, and Tutoring</li> <li>Continue RTI Interventions</li> </ol>	<ol style="list-style-type: none"> <li>DRA, RI, Milestones, Reading Records</li> <li>GLOSS, MI</li> <li>RTI Data</li> </ol>	<p>SES Teachers, Administrators, Counselors, Parents &amp; Tutors</p>	<p>Teacher Planning Time, Level Literacy Kits, Read 180, System 44. 20 Day &amp; Title Funds</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	
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<p><i>District Focus Priorities 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>					
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<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Increase parent participation on AdvancED surveys</p>	<p>Survey results and response rate</p>	<p>SES teachers, administrators Students, and parents</p>	<p>Consistent reminders through phone, marquee, and memos</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Encourage stakeholder input through ongoing PTA, School Council/Foundation, and Community Partner events.</p> <p>Invite prospective parents and students to events that showcase SES and the numerous opportunities available for promoting student success.</p>	<p>Comments, meeting minutes, surveys</p> <p>Participation and sign in rosters</p>	<p>All Stakeholders</p>	<p>Scheduled meetings and minutes of meetings</p>		

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

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	<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>Identify interview teams for stakeholder input in selecting quality teachers.</p>	<p>TKES- new hires</p>	<p>SES Teachers and Administrators</p>	<p>Support from HIR and TalentEd</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>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Train new teachers during monthly PLC's through Smyrna University.</p>	<p>Lesson Plans- TKES</p>	<p>SES teachers, academic coaches, and administrators</p>	<p>Release Time- Title I, SFSD Funds</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>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>	<p>Provide PLC's for teachers and leaders based on individual need and TKES/LKES self-assessment results.</p>	<p>TKES/LKES data</p>	<p>SES Teachers, academic coaches, and administration</p>	<p>Release time for PLC's</p>		
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>	<p>Identify candidates who are fluent in Spanish and English to continue growing the Dual Language Immersion program K-5.</p>	<p>TKES and District Spanish Proficiency Test</p>	<p>SES Teachers, Greg Barfield</p>	<p>Support from HR, Talent ED, Foreign Language</p>		

## Elementary School Key Trends: Smyrna

Trend	Smyrna			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	72.3%	55.2%		84.6%	74.0%	
On-track for Graduation	95.2%	86.9%	93.7%	90.7%	92.3%	92.7%
Career Ready	98.1%	94.2%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	9.4%	9.2%	9.5%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.8%	91.4%	82.6%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	38.5%	41.0%	40.9%	56.6%	57.5%	56.8%
CCRPI Score	68.7	58.1		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.