

2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results Of Key Actions: (Due June 30, 2017)</p>	<p style="text-align: center;">Focus Priority Status: 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. (S) (AdvED)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> • Create data-driven PLCs to monitor grade level data. • Review data for school-wide perspective in key teams and BLT • Focus TKES walkthroughs on differentiation 	<ul style="list-style-type: none"> • PLC minutes • PLC schedule • Key Team minutes • Key team schedule 	<p>PLCs, BLT, Key Teams</p>	<p>N/A</p>		<p>IP</p>
<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. (S)</p>	<ul style="list-style-type: none"> • Utilize RI & MI • PLC-driven common assessments across the content areas 	<ul style="list-style-type: none"> • PLC minutes • RI Reports • MI Reports 	<p>PLC Admin Team Classroom Teachers</p>	<p>(Resources already in place)</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> • Parent Volunteer Subs to allow teachers extended common planning time once a month. • Focused professional development to align with our goal of STEM certification 	<ul style="list-style-type: none"> • Teacher survey to assess needs • Focused professional development calendar 	<p>Admin team</p>	<p>(Resources already in place)</p>		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> Identify bottom quartile of students based on assessment data. Monitor implementation of new K-2 literacy materials in order to establish readers' & writers' workshop models with fidelity. Utilize additional funding to create tutoring opportunities for below grade level readers 	<ul style="list-style-type: none"> Spreadsheet created and shared with PLCs Walkthrough & observational data Tutoring schedule Percentage of increase in students reading on grade level from last year 	<ul style="list-style-type: none"> PLCs Classroom teachers Admin Team 	<ul style="list-style-type: none"> 20 Day Funding Other resources already in place 		
<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>	<ul style="list-style-type: none"> Identify bottom quartile of students based on assessment data. Monitor implementation of math workshop models with fidelity. Utilize additional funding to create tutoring opportunities for below grade level readers 	<ul style="list-style-type: none"> Spreadsheet created and shared with PLCs Walkthrough & observational data Tutoring schedule Percentage of increase in student math performance from last year 	<ul style="list-style-type: none"> PLCs Classroom teachers Admin Team 	<ul style="list-style-type: none"> 20 Day Funding Other resources already in place 		
<p>7. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> Target bottom quartile for instructional resources. 	<ul style="list-style-type: none"> RTI minutes Core Team Percentage increase in number of student passing from last year 	<ul style="list-style-type: none"> Classroom teachers Core Team 	<p>(Resources already in place)</p>		

<p>8. Other: <i>1. Increase the number of students scoring Levels 3 & 4 in ELA, with a distinct focus on writing</i></p>	<ul style="list-style-type: none"> • Implement consistent writing curriculum in grades 3-5. • Focused professional development for teachers on writing instruction. • Increase direct instruction of writing across the content areas, in addition to the Writers' Workshop 	<ul style="list-style-type: none"> • Lesson Plans • Walkthroughs • Classroom Assessments • Show increase 	<ul style="list-style-type: none"> • Teachers • Admin 	<ul style="list-style-type: none"> • Consistent writing curriculum (3-5) • Teacher Training 		
<p><i>2. Achieve STEM certification at the county and state levels.</i></p>	<ul style="list-style-type: none"> • Establish STEM focus in weekly PLC meetings • Center PVS training around STEM topics • Actively seek input from community to increase STEM partnerships • Collaborate with STEM certified schools to establish consistency in practice and receive feedback on our progression • Establish STEM teaching requirements 	<ul style="list-style-type: none"> • PLC minutes • Walkthroughs • Increased community involvement • Lesson plans 	<ul style="list-style-type: none"> • Admin • Teachers • PLCs 	<p>(Resources already in place)</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 (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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> Provide Advanced Content curriculum in 4th grade to qualified students. 	<ul style="list-style-type: none"> AC classroom data 	<ul style="list-style-type: none"> AC Teachers 	<ul style="list-style-type: none"> Familiarity with AC curriculum 			
<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>	<ul style="list-style-type: none"> Implement RI/MI Universal screener to identify students below grade level/not on track for graduation. Provide tutoring for students in bottom quartile of reading and/or math 	<ul style="list-style-type: none"> RI/MI pre and post schedule and data Tutoring schedule 	<ul style="list-style-type: none"> Admin Teachers Teams 	<ul style="list-style-type: none"> 20 Day 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. (AD)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>							

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

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> • Administer surveys to families, staff, and students • Glean input from school council members during regularly scheduled meetings 	<ul style="list-style-type: none"> • AdvancED surveys • Health surveys • School Council minutes 	<ul style="list-style-type: none"> • Admin Team • School Council 	<p>(Resources already in place)</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> • Schedule family curriculum nights • Welcome community members to official STEM days 	<ul style="list-style-type: none"> • Visitor logs • Parent feedback 	<ul style="list-style-type: none"> • Admin team • Teachers • Families 	<p>(Resources already in place)</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>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>	<ul style="list-style-type: none"> Attend job fairs Target application questions to position requirements 	<ul style="list-style-type: none"> Applicant Files Interviews 	<p>Admin Team</p>	<p>(Resources already in place)</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>	<ul style="list-style-type: none"> Encourage participation in district training opportunities. Targeted professional development during PVS times Provide specific teachers with mentoring and scheduled meetings 	<ul style="list-style-type: none"> CCSD PL Schedule Teachers' professional growth goals 	<ul style="list-style-type: none"> Admin Team Teachers 	<p>(Resources already 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>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> Review mid-year TKES/LKES data to identify instructional adjustments and provide targeted coaching 	<ul style="list-style-type: none"> Mid year conference agendas TKES/LKES data 	<p>Admin Team</p>	<ul style="list-style-type: none"> Admin Team 		
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

Elementary School Key Trends: Sope Creek

Trend	Sope Creek			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	96.1%	87.4%		84.6%	74.0%	
On-track for Graduation	97.3%	98.6%	100.0%	90.7%	92.3%	92.7%
Career Ready	100.0%	99.1%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	33.2%	32.2%	34.2%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	83.1%	86.0%	84.1%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	84.5%	82.1%	86.3%	56.6%	57.5%	56.8%
CCRPI Score	95.6	95.5		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.