

## 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p style="text-align: center;"><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>	<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><b>N/A</b></p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>Teachers will utilize ongoing formative assessments as well as systemic data collection in order to drive instruction through the continuation of CCSD Flexible Formative Assessment System (Touchstone Assessments)</li> </ul>	<p>Mini Touchstones (CTLS)</p> <p>Reading Inventory (RI)</p> <p>Math Inventory (MI)</p> <p>TKES</p>	<p>Administrators Teachers</p>	<p>TTIS Support</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. <b>(S)</b></p>	<ul style="list-style-type: none"> <li>Teachers will use collaborative planning with the six-step data team process to monitor student progress and differentiate the instruction.</li> </ul>	<p>Mini Touchstones (CTLS)</p> <p>Teacher developed Science /Social Studies Common Assessments</p>	<p>Administrators Teachers</p>	<p>Data Team Flip Charts</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"> <li>• Through data analysis we will facilitate collaboration and PL sessions to address specific student needs as reflected in the data.</li> <li>• Ensure consistent reading instruction by supporting the K-2<sup>nd</sup> ELA adoption with PL and providing further Guided Reading PL for 3<sup>rd</sup>-5<sup>th</sup> grade teachers.</li> <li>• Train staff on <u>The 4 Disciplines of Execution (4DX)</u> to effectively implement school wide Action Teams with fidelity.</li> <li>• Deliver 7 Habits Training for new Still Staff.</li> </ul>	<p>TKES</p> <p>Touchstone Assessments (CTLS)</p> <p>SRI/FRA Professional Learning Surveys</p> <p>Action Teams' Score Boards</p>	<p>Administration</p> <p>Teacher Leaders</p>	<p>Professional materials to support strategies to develop metacognitive reading strategies</p> <p><u>The 4 Disciplines of Execution</u> copies for staff members</p> <p>Covey's 7 Habits materials</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"> <li>• Monitor students' reading levels and progress using RI, DRA, Mini-Touchstones and common formative assessments</li> <li>• Identify students to participate in Read 180 and System 44 Lab</li> <li>• Utilize Extended Day Tutoring to support identified students who are performing below grade level in reading.</li> <li>• Continue implementation of small group / guided reading instruction in all K-5 Classrooms.</li> <li>• Identify and serve EIP students to provide a double-dip of reading instruction.</li> </ul>	<p>Reading Inventory (RI)</p> <p>Read 180 Lab Touchstone Assessments (CTLS)</p>	<p>Administration</p> <p>Teacher Leaders</p>	<p>Extended Day Funds</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> <li>• Monitor students' math performance and progress using MI, Mini-Touchstones and common formative assessments.</li> <li>• Utilize Extended Day Tutoring to support identified students who are performing below grade level in math.</li> <li>• Implement Morning Math Mania (all teachers without homerooms tutor a math group one morning each week).</li> <li>• Identify and serve EIP students to provide a double-dip of math instruction.</li> <li>• Continue weekly school-wide math challenges during the STL Morning Announcements.</li> </ul>	<p>Math Inventory (MI)  EOG Data  Mini-Touchstone Assessments</p>	<p>Administration  Teacher Leaders</p>	<p>CTLS</p>		
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<ul style="list-style-type: none"> <li>• Utilize the RTI Process for at-risk student progress.</li> <li>• Monitor student growth through their Leadership Data Notebooks.</li> <li>• Distribute progress reports K-5 for all students</li> </ul>	<p>Report Cards  TKES  RTI Data</p>	<p>Administration  Counselors  Teachers</p>	<p>Synergy  CTLS</p>		
<p><b>8. Other:</b>  <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<ul style="list-style-type: none"> <li>• Continue full implementation of "The Leader in Me" initiative.</li> <li>• Continue utilizing school wide Student Leadership Notebooks to track students reading and personal goals.</li> <li>• Monitor cascading goals in reading- schoolwide, grade level, class, to individual student.</li> </ul>	<p>Student Leadership Notebooks  Action Team Score Boards  School Wide and grade level goal displays.</p>	<p>Administration Teachers  Classified Staff</p>	<p>Foundation Funds</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (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>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>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>						
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation (<b>S</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide targeted reading instruction with Extended Day Tutoring, EIP support, Read 180 &amp; System 44 Lab, and specific strategy implementation based on Reading Touchstone Data analysis through grade level data teams.</li> <li>2. Provide targeted math instruction with Extended Day Tutoring, EIP support, implementation of the weekly math challenges for K-5, and Morning Math Mania.</li> <li>3. Provide students with instructional support from EIP teachers and extended day tutors. Communicate thoroughly and frequently with parents. Distribute progress reports K-5. Apply with fidelity the RTI Process.</li> </ol>	<ol style="list-style-type: none"> <li>1. RI, Reading Touchstones, EOG Data</li> <li>2. MI, Math Touchstone Assessments</li> <li>3. Report cards , Progress Reports, RTI Data</li> </ol>	<p>Administrators Counselors Teachers</p>	<p>Extended Day Funds  CTLS</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	
<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	1. All students will keep individual Leadership Notebooks and set reading goals and track strategies to increase their lexile levels.	SRI Running Records Milestones Touchstones	All students and staff			

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

<b><i>District Focus Priorities 2016-2019</i></b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</b>	<b>Key Actions: (List as many actions as needed in each box.)</b>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions: (Due June 30, 2017)</b>	<b>Focus Priority Status: NM = Not Met IP = In Progress M = Met</b>
Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	<ul style="list-style-type: none"> <li>Utilize and monitor results from AdvancED, Georgia Health, and LKES surveys</li> <li>Organize and conduct School Council Meetings</li> <li>Meet monthly with PTA Executive Board Members.</li> <li>Hold regular Still Foundation Meetings.</li> <li>Initiate and conduct <i>Coffee &amp; Conversation with Administration.</i></li> </ul>	AdvancED, Georgia Health and LKES survey results  Minutes from School Council/ Foundation/ & PTA mtgs.	Still Faculty & Staff	N/A		

<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"> <li>• Work collaboratively with the PTA, Foundation and School Council to offer family events throughout the school year</li> <li>• Plan and implement curriculum, family and community events sponsored by the Still staff such as Read Across America Day, Math Night, STEM Night, Leadership Luncheon and TLIM Parent Night.</li> </ul>	<p>AdvancED survey and Georgia Parent Survey</p> <p>Sign-in Sheets</p>	<p>Still Faculty and Staff</p>	<p>N/A</p>		
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>• Participate in “The Leader in Me” Symposium by serving as a visiting school for Leadership Day.</li> </ul>	<p>Feedback from staff and Symposium participants</p>	<p>All students and staff</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><b>Focus Priorities:</b> (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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<ul style="list-style-type: none"> <li>Utilize the profile of a Still Team Member, created by Still's Leadership Team, during the interview process in order to promote selection of highly qualified staff members.</li> </ul>	<p>Teacher Retention</p>	<p>Administrators  Still Leadership Team</p>	<p>N/A</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>	<ul style="list-style-type: none"> <li>Provide support for new teachers through mentoring, collaboration and professional learning opportunities</li> <li>Participate in district professional learning sessions</li> <li>Provide quality, research-based professional learning based on student learning needs identified during data team meetings.</li> </ul>	<p>New Teacher Meeting minutes &amp; agendas  Touchstone Assessment Data  TKES Observations</p>	<p>Administrators Teachers</p>	<p>CTLs  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>	

Use results of TKES and LKES to improve professional performance (IE <sup>2</sup> )	Focus on standards in need of improvement within the TKES & LKES with feedback sessions.	TKES & LKES Data	Administrators Teachers	N/A		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						



## Elementary School Key Trends: Still

Trend	Still			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	90.9%	83.3%		84.6%	74.0%	
On-track for Graduation	98.5%	93.6%	94.8%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	17.3%	12.9%	17.7%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	87.7%	89.3%	82.5%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	71.3%	77.7%	78.3%	56.6%	57.5%	56.8%
CCRPI Score	93.2	85.8		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.