

## 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>	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>	<p>Analyze student data gathered from RI, MI, &amp; CFAs for writing, reading &amp; math problem solving</p> <p>Adjust instruction based on assessment results (guided math, guided reading, writing goals)</p>	<p>RI, MI, DRA2, Pre/Post Writing Prompts, Math Problem Solving Pre/Post</p> <p>Lesson Plans, Observations, Walkthroughs, Data Sheets, Data Team results</p>	<p>TES Teachers and Administrators</p>	<p>N/A</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>	<p>Implement assessment plan for reading, writing &amp; math and submit on data sheets quarterly</p> <p>Collaborative scoring of writing, DRA2, and math problem solving assessments</p>	<p>RI, MI, DRA2, CFA for writing &amp; math (found on data sheets and data team documents)</p>	<p>TES Teachers and Administrators</p>	<p>N/A</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Conduct monthly collaboration with grade level teams to plan instruction and develop common assessments</p>	<p>Pacing guides, lesson plans and CFAs</p>	<p>TES Teachers and Administrators</p>	<p>SFPL Funds for sub coverage for collaborative planning</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue RTI and SPED strategies for students performing below grade level</p> <p>Extended day tutoring for students in grades 3, 4 &amp; 5 reading below grade level</p> <p>Read 180 &amp; System 44 Blended Model in 3<sup>rd</sup> grade EIP Model Classroom</p>	<p>RI, DRA</p> <p>DRA, RI, Running Records</p> <p>RI, Read 180, System 44 Data</p>	<p>TES Teachers and Administrators</p> <p>TES Teachers &amp; Tutors,</p> <p>TES Teachers</p>	<p>N/A</p> <p>20 Day Funds</p> <p>N/A</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Fully implement literacy in math problem solving plan including collaborative scoring</p> <p>Data Teams fully operational for math with a minimum of 5 rounds per year</p> <p>Tutor under achieving students in math in grades 3, 4 &amp; 5</p> <p>Guided Math a minimum of 3x/week and Daily Number Talks</p>	<p>Scoring rubrics for Pre/Post assessments given each semester</p> <p>Data Team Documents</p> <p>Data Sheets</p> <p>Lesson Plans, Walkthroughs &amp; Observations</p>	<p>TES Teachers &amp; Administrators</p> <p>TES Teachers &amp; Administrators</p> <p>TES Teachers &amp; Administrators</p>	<p>N/A</p> <p>20 Day Funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process and additional year process</p>	<p>RTI Data</p>	<p>Administrators , Teachers &amp; Counselors</p>	<p>N/A</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 reading intervention through System 44, Read 180, and tutoring; implement new ELA adoption in K – 2</li> <li>2. Provide Mathletics for all students, tutoring for students in 3, 4 &amp; 5 (Identified through MI and CFAs)</li> <li>3. Continued RTI Interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. RI, DRA2, Read 180 &amp; System 44</li> <li>2. MI, Data Team Docs</li> <li>3. RTI Data</li> </ol>	<p>TES Teachers, Administrators</p> <p>TES Teachers &amp; Administrators</p> <p>TES Teachers, Counselors &amp; Administrators</p>	<p>20 Day Funds</p> <p>PTA Funding for Mathletics</p> <p>Release time for collaborative planning through SFPD 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. <b>(AD)</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>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p> <p>Increase participation on AdvancED surveys</p> <p>Analyze survey results to target areas of deficiency to address</p>	<p><b>Measured by:</b></p> <p>Survey results and response rate</p>	<p><b>Owner(s):</b></p> <p>TES teachers, staff, administrators, students and parents</p>	<p><b>Resources Needed:</b></p> <p>N/A</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>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>Begin neighborhood outreach programs (5 times annually) to go out into the community to form relationships with those not coming in our doors</p> <p>Promote &amp; encourage greater participation in schoolwide events offered by PTA, PAWS and community partners</p>	<p>Attendance &amp; participation at each event</p> <p>Sign in sheets for events &amp; participation rates</p>	<p>TES Administrators &amp; stakeholders</p> <p>TES Staff &amp; Stakeholders</p>	<p>N/A</p>		

<b>Other: Establish a culture that embraces diversity and engages the community.</b> (Priorities specific to school, division, or area. Can be multiple.)	Conduct 5 positive phone call initiative by all staff (5 calls each month, Aug. – May)	Survey results & perception data	All TES Staff	N/A		
	Provide diversity training for staff based on a needs assessment to be administered	Survey results	All TES Staff, Trainers TBD based on need	Money for training, TBD		
	Implementation of the Distinguished Gentlemen and PEARLS club with up to 100 students in 2 <sup>nd</sup> – 5 <sup>th</sup> Grade classes to address character, leadership and social skills training.	Program retention and service project completion	Select staff and community members	PTA Support has been given to fund this program.		

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

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Seek to hire or help current teachers obtain additional certifications in gifted, ESOL, math, reading and science	Summative Assessments in TKES	Administration & CCSD HR & Certification Dept.	District offerings for certification		
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> )	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	Train new teachers through monthly "Teasley Tech" based on needs assessment	TKES Data	TES Teachers, Teacher Leaders, Administrators	Sub coverage for peer observations (part of program)		
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Participate in pre-conference and self-assessment review with teachers, examine professional goals (formed during summative of 2015-16), provide support for areas of weakness (noted with ratings lower than 3)	TKES Data	TES Teachers & Administrators	N/A		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Elementary School Key Trends: Teasley

Trend	Teasley			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	89.9%	74.4%		84.6%	74.0%	
On-track for Graduation	93.2%	95.5%	89.2%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	17.7%	23.1%	22.4%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	81.5%	83.3%	77.9%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	63.7%	62.3%	63.2%	56.6%	57.5%	56.8%
CCRPI Score	84.3	77.7		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.