

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)	NA	NA	NA	NA		
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Implement the PLC and Data Team structure, monitor that the focus of the PLC is to adjust instruction based on quantitative data, and evaluate the impact of the implementation.	PLC/Data Team presentation sign-in, agendas, meeting minutes, increased student achievement as measured by RI/MI	Administration	Administration, School Leadership Team (SLT), District Presenters		
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)	Utilize CTLS in Special Education, RTI, and grade level data team meetings to create assessments, compile, access, and analyze data to plan for instruction.	TKES ratings, SLO Assessments, local school assessments, Georgia Milestones Assessments, DRA, SRI, SMI	Administration, grade level teams – individual teachers	TTIS - CTLS training, collaboration time for data teams and planning including Super Specials and substitute teachers for ½ day planning sessions (funded by Foundation)		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Active participation in and implementation of ongoing job embedded professional development: Orton Gillingham (summer training), technology training with our TTIS, Gifted Endorsement with Metro RESA.	TKES Ratings, Learning Walks, Walk-throughs, Lesson Plans, PLC Meeting Agendas / Minutes	Administration and grade level teams – individual teachers	School and		

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Increase the percentage of students reading on grade level from 78% to 82% by continuing to the use of RTI strategies / programs and Specialized Instruction for any student reading below grade level</p> <p>Extended Day Tutoring (grades 3-5)</p>	<p>RI, DRA, Georgia Milestones Assessments</p>	<p>Individual teachers</p> <p>Teacher tutors</p>	<p>Time for collaboration, funding for reading intervention programs</p> <p>20 Day Funds</p>		
<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>	<p>Increase the percentage of students performing at the Proficient level and higher from 78.8% to 82% by continuing to implement Number Talks, common formative assessments, and finding a balance between computation and problem-based instruction.</p> <p>Extended Day Tutoring (grades 3-5)</p>	<p>MI, Georgia Milestones Assessments, FFAs</p>	<p>Individual teachers</p> <p>Teacher tutors</p>	<p>Time for collaboration, funding for math intervention programs</p> <p>20 Day Funds</p>		
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Mentoring programs for students identified with non-academic needs, differentiated instruction, RTI strategies and process, specialized instruction for Special Education students</p>	<p>Counseling agreement plan, SRI, DRA, SMI, SLO, local school assessments, report card grades, number of students retained, RTI data</p>	<p>Counselors, individual teachers, administration</p>	<p>Time for teacher collaboration and planning</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</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 (<u>Due September 1, 2016</u>)</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: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</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>	<ol style="list-style-type: none"> 1. RTI, EIP Instruction, Differentiation, Tutoring with 20-Day Funds 2. RTI, EIP Instruction, Differentiation, Tutoring with 20-Day Funds 3. RTI, EIP Instruction, Differentiation, Tutoring with 20-Day Funds 	<p>Pre/Posttests (local school assessments and SLO), SRI, DRA, SMI, Georgia Milestone Assessments, IOWA Lexile results</p>	<p>Administration, individual teachers, counselors</p>	<p>CTLs training (TTIS), 20 Day Funds, time for collaboration and planning</p>	<p>NA</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)	NA	NA	NA	NA	NA	NA
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <i>(Due September 1, 2016)</i>					
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: <i>(Due June 30, 2017)</i>	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Seek and evaluate stakeholder input for critical processes. (AdvED)	Use AdvancED parent surveys to identify areas for improvement and implement necessary actions, seek input from School Council, PTA, and Foundation	AdvancED surveys and administration	Administration			

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Provide varied opportunities for parents to receive training and information on how to actively engage in the classroom, including sponsoring programs such as Girls on the Run, Rise Up, and participation in Foundation and PTA committees.	Sign-in sheets, surveys, meeting minutes	Administration	Time		
Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<u>Focus Priorities:</u> (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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Continue to implement consistent and rigorous screening and interview process, support new teachers with in-house 'new teacher' meetings, aid teachers in gaining additional certifications	TKES and staff retention rates	Administration	Job fairs, competitive recruitment practices, continued early allotment process		

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)	NA	NA	NA	NA		
Support local school teachers and leaders to improve retention rate. (IE²) (S)	NA	NA	NA	NA		
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Provide continuous job embedded professional learning and coaching, new teacher induction and mentoring, teacher collaboration	TKES, CTLS data supporting student progress, PD Sign-In Sheets, Agenda Packets	Administration, mentors/	TKES, CTLS data supporting student progress		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	NA	NA	NA	NA	NA	NA
Use results of TKES and LKES to improve professional performance (IE²)	Mid-year conferences to plan professional learning, Walk-through data used to provide targeted feedback. Implementation of PLP when needed	TKES	Administration	TKES Electronic Platform, Time		
Other: (Specific to school, division, or area. Can be more than one.)						

Elementary School Key Trends: Timber Ridge

Trend	Timber Ridge			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	94.1%	96.2%		84.6%	74.0%	
On-track for Graduation	99.1%	97.2%	99.0%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	31.3%	35.4%	37.1%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.8%	91.0%	86.2%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	90.3%	89.9%	87.0%	56.6%	57.5%	56.8%
CCRPI Score	94.9	92.7		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.