

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 IE², 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)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Implement CTLS and use the formative assessments to guide instruction in math and reading Use SRI and DRAs to collect lexile levels and concentrate on continued improvement Use SMI to monitor math progress and implement differentiated math instruction	CTLS Use TKES ratings RI, SMI Monitor lesson plans to determine the level of differentiation	Administration	TTIS (already in place)		
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)	Implement CTLS for math and reading. Create grade level questions include on formative assessments Begin to develop and provide common assessments for technology and STEM lessons	CTLS STEM and technology assessments	Innovation Specialists and TTIS	TTIS Innovation Specialist (already in place)		

<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Design professional development that is intentional and purposeful for reaching individualized goals and school-wide initiatives; analyze teacher self-assessment on TKES to include teacher-led small groups to align goals and focus on intentional and purposeful assessment and incorporation of technology</p>	<p>TKES ratings (2015-16 and self-assessment) 2016-17 TKES Mid-year and end-of-year ratings</p>	<p>Administration</p>	<p>N/A</p>		
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Continue RTI and SPED strategies for those below grade levels Identify 2-3 students in each classroom “not showing potential” and show growth within lexile levels</p>	<p>RI and DRA Report card grades, assessment scores</p>	<p>Classroom teachers, SPED teachers and counselor</p>	<p>Read 180 training</p>		
<p>6. <i>Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Use SMI to assess student performance levels and design differentiated lessons to address areas of weakness Implement conceptua in grades 3-5 Continue universal math time and begin to utilize CTLS formative assessments Tutor under-achieving students in grades 4 & 5</p>	<p>SMI Lesson plans CTLS formative assessments, lesson plans Data sheets kept by tutors when started</p>	<p>Classroom teachers, SLI</p>	<p>20-Day Funds</p>		
<p>7. <i>Increase number of students academically completing every grade.(S)</i></p>	<p>Continue RTI process and additional year process</p>	<p>RTI data</p>	<p>Administration Counselors</p>	<p>N/A</p>		

<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue STEM education and increase garden lessons that are aligned with standards</p> <p>Continue technology integration that is purposeful and intentional; leading to student created artifacts</p> <p>Collaboration between Innovation Specialist and new teachers to help them understand how we use apps, websites, and programs to facilitate students in product creation (creating digital presentations to show understanding of content standards taught in the classroom)</p> <p>Collaboration between individual teachers and the Innovation Specialist to strengthen the use of technology in the classroom</p> <p>Collaboration between the Innovation Specialist and teachers who are able to implement independently, but who may need new ideas/resources to get started (these would be teachers who are technologically proficient but just need new ideas to implement)</p>	<p>Garden lessons</p> <p>Technology assessments</p> <p>Notes kept during meeting and lesson plans documented</p> <p>Lesson plans and briefings from Innovation Specialist at monthly Committee Meetings</p> <p>Coding, programming lessons through apps, websites, robots, drones</p>	<p>Innovation Specialist</p> <p>Garden Instructor</p> <p>Administration to monitor</p>	<p>Garden supplies (PTA funded)</p> <p>Technology (Foundation funded)</p>		
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Board Goal 2: Differentiate resources for students based on needs.

<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Expand the learning experiences in the Digital Classroom</p> <p>Complete the transformation of the Media Center to the Innovative Learning Commons (ILC)</p>	<p>Teacher lesson plans</p> <p>Technology assessments</p> <p>ILC progress</p>	<p>Administration and digital teachers</p> <p>Media Specialist</p>	<p>TBD (furniture, technology)</p>		
<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</p> <ol style="list-style-type: none"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<ol style="list-style-type: none"> Use 20-Day funding for tutors in grades 3-5 for targeted students; implement new reading adoption; continue Read 180 Use SMI & conceptua data to identify students who need tutoring through 20-Day funds Gather and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment 	<p>RI and DRA scores; Read 180 assessments</p> <p>SMI and Conceptua assessments</p> <p>RTI data collection and IEP goals and objectives</p>	<p>Administration</p> <p>Counselors</p> <p>Special Education team</p>	<p>20-Day Funds</p> <p>Special education 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. (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>	<p>Incorporate AC classes in 4th and 5th grades</p>	<p>AC Assessments</p>	<p>Administration and AC teachers</p>	<p>N/A</p>		
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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 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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Analyze parent surveys</p> <p>Continue involvement in monthly meetings with:</p> <p>PTA (accept input during the DASH fundraiser to raise enough funds to complete the Innovative Learning Commons and provide additional community education in areas identified as needs by the school counselors)</p> <p>Tritt Tiger Foundation by reviewing the production and instruction of the Computer Lab and Science Lab instructors; continued analyzation of the FAST (after school) programs</p> <p>School Council – year long goal TBD</p> <p>STEM Steering Committee with a new focus on extending the growth of our partners and reaching out to make parent/industry connections</p>	<p>Survey results</p> <p>Comments, reviews</p> <p>Survey results from the DASH and year-long input surveys</p> <p>Survey results and FAST program reviews</p> <p>Goal TBD</p> <p>STEM Steering Committee minutes and partner meetings</p>	<p>CCSD</p>	<p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Involve parents in our “Kind is the New Cool” Campaign with the counseling department and Service Council</p> <p>Promote PTA Events that provide monthly opportunities for families to enjoy time together</p> <p>Participate in weekly CORE meetings to discuss students in need</p>	<p>Monthly activity</p> <p>PTA Board Meetings</p> <p>CORE Meetings</p> <p>Minutes kept during CORE meetings</p>	<p>Counselors</p> <p>Administration</p>	<p>N/A (donation driven)</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue Fireside Chats with the Principal	Comments/ reviews throughout the year	Administration	N/A		
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
Focus Priorities: (Based on priorities identified by IE², 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
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Seek to hire or help current teachers obtain additional certifications in gifted, special education, technology, science or math	Summative (whether they have them or are obtaining)	Administration CCSD HR & Certification	District support to communicate programs		
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 ²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	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. (AD)	Develop a Staff Development calendar that ensures intentional and purposeful instruction and assessment through the implementation of CTLS and STEM assessments Read 180 Training	CTLS use and technology assessments Staff Development Calendar and noted participation	Administration Innovation Specialist	District support through experts		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Participate in pre-conference and self-reflection with individual teachers; examine professional goal(s) and expand as needed for teachers in areas where they received 1's or 2's	TKES data	Administration	District support through Evaluation Office		
Other: (Specific to school, division, or area. Can be more than one.)	Provide content and present STEM material during STEM Showcase Days Promote programs in the teacher leader endorsement, advanced degrees, and gifted certification	Feedback from participants Number of staff participating in programs	Administration and Innovation Specialist Tricia Patterson (to communicate to teachers)	Information from district officials		

Elementary School Key Trends: Tritt

Trend	Tritt			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 5th Grade	100.0%	92.8%		84.6%	74.0%	
On-track for Graduation	96.3%	94.1%	97.8%	90.7%	92.3%	92.7%
Career Ready	100.0%	100.0%	100.0%	93.6%	96.9%	98.0%
Advanced Academics	26.3%	40.5%	40.0%	15.8%	16.9%	17.1%
Stakeholder Satisfaction	86.0%	87.0%	85.0%	82.9%	86.9%	81.4%
Iowa Reading 3rd Grade	90.7%	87.9%	86.9%	56.6%	57.5%	56.8%
CCRPI Score	93.0	89.1		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.