

## 2015-16 Cobb County School District Strategic Plan

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

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<u>Key Actions:</u> <i>(List as many actions as needed in each box.)</i>	<u>Measured by:</u> <i>(Formative and/or Summative)</i>	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results Of Key Actions:</u> <i>(Due June 15, 2016)</i>	NM = Not Met IP = In Progress M = Met
<b>Vary learning experiences to increase success in college and career pathways.</b>	1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
	2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	Adjust instruction as needed based on learning needs of students based data	SRI, SLOs, EOG & Common Assess.	Admin and Teachers	Common planning (release time)	Common assessment outcomes – reported in CTLS/team data results Teachers made instructional adjusted as needed based on data	IP
	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>	Develop common grade level assessments that align with CCSD frameworks	formative	Admin and Teachers	Planning time to build common assessments	OnCourse lesson plans – reviewed for common/ Varied assessments as well as Touchstones and Common Assessments were developed through CTLS	IP

	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Differentiated Professional Learning based on staff needs assessment</p>	<p>TKES</p>	<p>Admin and Teachers</p>	<p>PL funds to send teachers to Leadercast and other various PL Offered differentiated PL to the staff in BLC</p>	<p>District training in guided reading/math; OneNote; Literacy; Cohort 2 – CTLS training</p>	<p>IP</p>
	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Utilize the reading workshop model and non-fiction texts to increase reading skills provide tutoring as needed</p>	<p>SRI, DRA</p>	<p>Teachers</p>	<p>Reading A-Z, Study Island, 20-day money</p>	<p>Utilized the workshop models and offered tutoring to our struggling students. Students who were tutored saw a 4% increase in reading on the SRI SRI Lexile (reading) increases: 2nd -103%; 3rd – 29%; 4th – 18%; 5th – 7.5%; 2016</p>	<p>IP</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>Utilize the math workshop model to increase math performance skills and provide tutoring as needed</p>	<p>Common grade level assessments, SMI</p>	<p>Teachers</p>	<p>20 day money</p>	<p>Math workshop model was utilized and tutoring was offered to at risk learners SMI (math)1-3<sup>rd</sup> – 31.8% increase; 4<sup>th</sup> – 31.9% increase; 5<sup>th</sup> – 13.9% increase</p>	<p>IP</p>

	<i>7. Increase number of students academically completing every grade.(S)</i>	Continue with RTI and SPED strategies for students that are low average and below grade level	RTI data	Counselors & Teachers	Quick return of test results to drive instruction	RTI documentation; retention meetings with retention committees; post reports and communication logs were utilized to monitor at risk students	IP
	<b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	<ol style="list-style-type: none"> <li>1. Math Lab Implementation</li> <li>2. STEM Lab</li> <li>3. Teacher Collaboration</li> </ol>	1 & 2-growth from common assess., SLOs, EOG, IOWA, SMI 3-team minutes	Admin and Teachers	Common planning/release time to review assessment data	Milestones results indicate 11% increase in math scores	IP

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2015-16 Aligned Actions and Measurements</b>					<b><i>Focus Priority Status:</i></b>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (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> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met

<b>Differentiate resources for students based on needs.</b>	Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>	Learning Commons Math Lab	Assessments and Surveys	Admin	Support from CCSD personnel	Increased use of independent/ small group work in Learning Commons; 2016 Milestones results indicate 11% increase in math scores from 2015	IP
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
	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 <b>(S)</b>	<ol style="list-style-type: none"> <li>1. Tutoring and Saturday Success</li> <li>2. Tutoring and Saturday Success</li> <li>3. RTI Strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Common Assess., SRI, DRA</li> <li>2. Common Math Assess., SMI</li> <li>3. RTI data</li> </ol>	1 & 2- Admin and Teachers 3- Counselors	20 Day Money	Offered tutoring to all at risk students SRI Lexile (reading) increases: 2 <sup>nd</sup> - 103%; 3 <sup>rd</sup> - 29%; 4 <sup>th</sup> - 18%; 5 <sup>th</sup> - 7.5%; 2016 SMI (math)I-3rd - 31.8% increase; 4th - 31.9% increase; 5th - 13.9% increase Milestones results indicate 11% increase in math scores from 2015	IP

	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.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2015-16 Aligned Actions and Measurements</b>					<u><i>Focus Priority</i></u>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (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> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions:</b> (Due June 15, 2016)	Status: NM = Not Met IP = In Progress M = Met
<b>Develop stakeholder involvement to promote student success.</b>	Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Utilize the stakeholder surveys as well as committees such as PTSA and School Council	Survey data results	Admin	Minutes from meetings Summary and Action sheet from meeting	Survey data showed stakeholders are pleased with being involved and the innovation occurring at Baker	IP
	<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	Give parents monthly Reading Connection newsletters to promote reading at home	Survey data	Admin	Reading Connection Newsletter	Positive feedback from parents	IP

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

<b><i>District Focus Areas and Priorities 2016-2019</i></b>		<b>2015-16 Aligned Actions and Measurements</b>					<b><i>Focus Priority Status:</i></b>
<b><u>Focus Area:</u></b>	<b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b><u>Key Actions:</u></b> (List as many actions as needed in each box.)	<b><u>Measured by:</u></b> (Formative and/or Summative)	<b><u>Owner(s):</u></b>	<b><u>Resources Needed:</u></b>	<b><u>Results of Key Actions:</u></b> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
<b>Recruit, hire...</b>	Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Screen applicants thoroughly and interview with high expectations seeking only the best	TKES	Admin	STAR & Allotments early	ALL staff highly qualified; 3 staff members seeking advanced degrees	M
	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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
<b>Support and retain employees for highest levels of excellence.</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>	Develop SFSD plan that focuses on Reader's and Math workshop models and develop common assessments based on GACCPs and data teams	Surveys, lesson plans, TKES	Admin and Teachers	CCSD personnel for various trainings	Offered staff development sessions on OneNote, Cohort 2 for CTLS training	IP
	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>	Student engagement	TKES	Admin	TKES portal updated; training for TKES/LKES	Calibration training received and activities redelivered to ensure interrater reliability	IP
	<b><i>Other:</i></b> (Specific to school, division, or area. Can be more than one.)						

# Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
<b>4-Year Graduation Rate</b> (Data Source: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.2%
<b>5-Year Graduation Rate</b> (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.8%
<b>Lexile Levels 5<sup>th</sup> grade</b> (D.S.: CCRPI)	78%	87%	79%	68%	75%	N/A	N/A
<b>Lexile Levels 8<sup>th</sup> grade</b> (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	85.8%	N/A
<b>Lexile Levels 11<sup>th</sup> grade</b> (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
<b>College Ready</b>	N/A	N/A	N/A	N/A	N/A	N/A	43.9%
<b>On-Track for Graduation</b>	N/A	N/A	92%	89%	90.0%	88.0%	78.0%
<b>Career Ready</b>	N/A	83.7%	100%	99.2%	93.6%	99.2%	55.0%
<b>Advanced Academics</b>	N/A	N/A	16.6%	10.1%	15.0%	40.0%	50.0%
<b>Stakeholder Satisfaction</b> (Annual AdvancED Survey)	N/A	89.7%	90.6%	92.3%	89.0%	76.0%	73.0%
<b>CCRPI Score</b>	86.1	95.8	89.8	86.3	75.7	80.0	77.7
<b>Iowa Reading Grade 3</b>	N/A	–	48%	55%	57.5%	N/A	N/A



Iowa Reading Grade 7	N/A	N/A	N/A	N/A	N/A	47.9%	N/A
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## Elementary School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
<b>Lexile Levels Elementary Schools</b>	Percent of students <b>in grade 5</b> achieving a Lexile measure greater than or equal to the following on the <b>EOG Grade 5: 850</b>	Students scoring a Lexile measure $\geq 850$ (5th)	Students with a valid Lexile score on the EOG	Data for this element is extracted from the EOG data file and include students with valid scores.
<b>On-Track for Graduation</b>	Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies)	Unduplicated count of 5th grade students passing courses in four core content areas (ELA, Math, Science, Social Studies)	Enrollment in grade 5	Data extracted from Synergy Gradebook
<b>Career Ready</b>	Percent of students completing a Career Portfolio in grade 5	Number of students completing a Career Portfolio in grade 5	Enrollment in grade 5	Local School
<b>Advanced Academics</b>	Percent of students enrolled in Gifted Resource (Target) classes for ELA, Reading, Math, Science and Social Studies	Unduplicated count of students in grades 1-5 enrolled in Target	Total Enrollment of grades 1-5	State recommended target is 4%
<b>Stakeholder Satisfaction (AdvancED Survey)</b>	<b>Percent of</b> positive responses to all items included on the AdvancEd surveys (parents, students, staff)	Number of positive ("Strongly Agree" and "Agree") responses on the AdvancEd surveys	Total number of responses excluding "No Answer" or "No Basis to Judge"	School Improvement Survey Report, Page 2 - Provided by the Office of Accountability
<b>Iowa Reading Grade 3</b>	Percent of students in grade 3, scoring on-grade level in reading ( <b>On-grade level = 3.1 or above</b> )	Number of 3 <sup>rd</sup> grade students scoring on-grading in reading	Number of 3 <sup>rd</sup> grade students with a valid test score in reading	Riverside Data Manager
<b>CCRPI</b>	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE

