

## 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 (Due June 30, 2015)					<u>Focus Priority</u>	
<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>	<u>Status:</u> NM = Not Met IP = In Progress M = Met	
<b>Vary learning experiences to increase success in college and career pathways.</b>	<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<ol style="list-style-type: none"> <li>1. Conduct weekly Data Team meetings to determine who is not learning, analyze why not, and plan for what will be done differently.</li> <li>2. Increase the implementation of Depth of Knowledge (DOK) Levels 3 and 4 via Essential Questions and Problem Based Learning.</li> <li>3. Implement the Flexible Formative Assessment System.</li> <li>4. Implement the universal screeners for reading and math.</li> </ol>	Data Team Log  Classroom Walkthroughs  School Strategic Plan Monitoring Tool  CTLS	Teachers, Administrators	FFAS/CTLS training  Universal Screener	<ol style="list-style-type: none"> <li>1. M-Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it.</li> <li>2. IP-Training and individual coaching was provided to address essential questions and PBL. This continues to</li> </ol>	2. M	

						<p>be a growth area for us.</p> <p>3. M-The FFAS was implemented with training from our TTIS.</p> <p>4. M-The RI and MI were implemented and results were used to make data driven decisions.</p>	
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	<p>3. <i>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)</i></p>	<p>1. Conduct weekly Data Team meetings.</p> <p>2. Develop common formative assessments which are embedded in each content areas topical essential questions and that can be implemented through the Flexible Formative Assessment System.</p>	<p>Data Team Log</p> <p>Classroom walkthroughs</p> <p>Lesson plans</p> <p>School Strategic Plan Monitoring Tool</p>	<p>Teachers, Administrators</p>	<p>DOK/EQ Professional Development</p> <p>Collaboration time</p> <p>CTLS training</p>	<p>1. M-Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it.</p> <p>2. IP-Teachers are using the FFAS for Touchstones and Formative Assessments, but Math and ELA teachers are</p>	<p>3. IP</p>
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						more familiar with using it than others. It is a growth area for science, social studies, and connections teachers.	
	4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	1. Provide professional learning on DOK levels, Project Based Learning, 14 engagement strategies, CTLS/FFAS, STEM, Digital Resources, and embedding formative assessments into topical essential questions.	Data Team Log Classroom walkthroughs Lesson plans Universal Screener USA Test Prep	Teachers, Administrators	USA Test Prep Universal Screener training Cobb Innovation Academies DOK/EQ Professional Development	1. IP- Professional Learning was provided on STEM,PBL, CTLS/FFAS, essential questions, but more is needed on engagement strategies and DOK levels.	4. IP
	5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	1. Implement a 6 <sup>th</sup> and 7 <sup>th</sup> grade course to enhance critical thinking skills. 2. Implement universal screener for reading/ELA. 3. Utilize digital resources for remediation. 4. Differentiate instruction based on formative assessment data collected from the topical essential question.	Research and Reading Skills Pre-Post Test Universal Screener USA Testprep Common Formative Assessments School Strategic Plan Monitoring Tool	Teachers, Administrators	Lexile training Universal Screener training USA Test Prep Training DOK/EQ Professional Development	1. M-This was accomplished via Research & Reading classes 2. M- The RI was administered three times throughout the school year. 3. M-USA Test Prep was used for remediation in ELA throughout the year.	5. IP

						4. IP- Differentiation based on assessment data occurred, but there is room for growth in tying it to the essential question.	
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	<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>	<ol style="list-style-type: none"> <li>Utilize math universal screeners to determine student proficiency levels.</li> <li>Utilize USA Test Prep to provide remediation for students.</li> <li>Differentiate instruction based on formative assessment data collected from the topical essential question.</li> </ol>	<p>Universal Screener</p> <p>USA Test Prep</p> <p>Common Formative Assessments</p> <p>20 Day Money Plan</p> <p>School Strategic Plan Monitoring Tool</p>	<p>Teachers, Administrators</p>	<p>CTLs Training</p> <p>Universal Screener training</p> <p>20 Day Monies</p> <p>DOK/EQ Professional Development</p>	<ol style="list-style-type: none"> <li>M-The MI was administered twice throughout the year.</li> <li>M-USA Test Prep was used to provide remediation in math.</li> <li>IP- Differentiation based on assessment data occurred, but there is room for growth in tying it to the essential question.</li> </ol>	6. IP
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	<p>7. Increase number of students academically completing every grade.(S)</p>	<ol style="list-style-type: none"> <li>1. Implement student advisement system which focuses on building student efficacy.</li> <li>2. Conduct weekly Data Team meetings.</li> <li>3. Provide Professional Development on specialized instruction for special education teachers.</li> <li>4. Provide Professional Development on WIDA standards for ESOL teachers.</li> <li>5. Provide student remediation to identified students.</li> </ol>	<p>Student Advisement Forms</p> <p>Data Team log</p> <p>Professional Learning Sign-In Sheets</p> <p>20 Day Services Log</p>	<p>Teachers, Administrator, ESOL teachers</p>	<p>ESOL Training</p> <p>20 Day Monies</p>	<ol style="list-style-type: none"> <li>1. IP-We have an Advisement Program, but it is being revised for next school year to focus on more student efficacy.</li> <li>2. M- Teachers meet weekly via content grade levels to determine who is not learning, why not, and what will be done about it.</li> <li>3. M-Specialized instruction training and coaching was provided to special education teachers.</li> <li>4. M-WIDA training was provided to the staff by county personnel.</li> <li>5. M-Identified students received accelerated intervention</li> </ol>	<p>7. M</p>
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						throughout the year.	
	<p><b>8. Other:</b>  <i>Allow students to engage in real world problems and experiences through project-based, experiential learning activities that lead to higher level thinking</i></p>	<ol style="list-style-type: none"> <li>1. Implement STEM initiative in 6<sup>th</sup> grade.</li> <li>2. Implement Research and Reading Skills classes in 6<sup>th</sup> and 7<sup>th</sup> grades to teach critical thinking skills through problem based learning activities and exposing students to various careers.</li> </ol>	<p>STEM Implementation Monitoring Tool</p> <p>Classroom Walkthroughs</p> <p>School Strategic Plan Monitoring Tool</p> <p>Guest Speaker Log</p>	Teachers Administrators	Professional Development  Collaboration time	<ol style="list-style-type: none"> <li>1. M-This was done via Research &amp; Reading, Math, &amp; Science PBL lessons.</li> <li>2. M-This was done through our master schedule this year and through training and support for these teachers.</li> </ol>	8. M

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

**District Focus Areas and Priorities 2016-2019**

**2015-16 Aligned Actions and Measurements (Due June 30, 2015)**

**Focus Priority**

**Focus Area:**

**Focus Priorities:**  
(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)

**Key Actions:**  
(List as many actions as needed and/or **Actions:**

**Measured by:**  
(Formative and/or **Summative)**

**Owner(s):**  
**Needed:**

**Resources**  
**Of Key** in each box.)

**Results**  
(Due June 15, 2016)

**Status:**  
NM = Not Met  
IP = In Progress  
M = Met

<p><b>Differentiate resources for students based on needs.</b></p>	<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<ol style="list-style-type: none"> <li>1. Implement Research and Reading Skills classes in 6<sup>th</sup> and 7<sup>th</sup> grades to teach critical thinking skills through problem based learning activities and exposing students to various careers.</li> <li>2. Implement course to provide support to students who are identified in multiple focal groups.</li> <li>3. Use of Instructional Para Professional for Virtual Learning Classes.</li> <li>4. Use of Instructional Para Professional for at-risk student support.</li> <li>5. Create alternative learning environments for teachers to implement lessons requiring student collaboration.</li> </ol>	<p>Research and Reading Skills Pre-Post Test</p> <p>Focal group student rosters</p> <p>Paraprofessional student log</p> <p>Virtual learning registration</p> <p>Alternative learning perceptual survey</p>	<p>Teachers, Administrators, Instructional parapro, ISS teacher</p>	<p>Collaboration time</p> <p>Cobb Innovation Academies</p>	<ol style="list-style-type: none"> <li>1. M- This was done through our master schedule this year and through training and support for these teachers.</li> <li>2. M-Yes, this was done through our focal group classes that implemented Read 180.</li> <li>3. M-The Instructional Parapro is the facilitator for students who take Virtual Learning classes.</li> </ol>	<p>M</p>
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						<p>4. M-The Instructional Parapro works with identified students who are at-risk of failing.</p> <p>5. M-A 7<sup>th</sup> and an 8<sup>th</sup> grade Learning Commons was created this year to offer teachers more space and technology for assignments requiring student collaboration.</p>	
	<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b></p>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<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. Implement personalized learning plan through USA Testprep.</li> <li>2. Provide differentiation through 20 Day monies.</li> <li>3. Implement Grade Protection System.</li> </ol>	<p>USA Testprep data usage</p> <p>20 Day Money student rosters</p> <p>Student Login Sheets</p>	<p>Teachers, Administrators, Social worker, School Counselors ISS parapro</p>	<p>Instructional para</p>	<ol style="list-style-type: none"> <li>1. M-USA Test Prep was purchased for teachers to use with their students. It is an adaptive program that provides personalized learning.</li> <li>2. M-This was done by hiring tutors to work with identified</li> </ol>	M



						students before the Milestones. 3. M-A system has been implemented for Grade Protection System this school year.	
	Identify and provide resources to increase opportunities for advanced, onlevel, 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	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.***

<b><i>District Focus Areas and Priorities 2016-2019</i></b>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<b><i>Focus Priority</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)	<b>Status:</b> 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>	<ol style="list-style-type: none"> <li>Utilize website to obtain stakeholder input for school strategic plan.</li> <li>Discuss with PTSA and the School Council the school priorities and obtain their input.</li> <li>Implement "Coffee with the Principal" program to obtain more input from stakeholders.</li> <li>Focus on fifth to sixth grade articulation with feeder schools during first semester.</li> </ol>	Stakeholder feedback log  Agendas from PTSA and School Council  Parent Sign-in sheets  Calendar of events for articulation	Teachers, Administrators, School Council, PTSA, school counselors	PTSA  School Council  Counselors	<ol style="list-style-type: none"> <li>M-The SSP is on our public website.</li> <li>M-PTSA and School Council had opportunities for input on the SSP at the beginning of the year.</li> <li>M-Coffee with the Principal was implemented this year.</li> <li>M-There were opportunities first semester for upcoming 6<sup>th</sup> graders this year.</li> </ol>	M
	<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<b><u>Focus Priority</u></b>
<b><u>Focus Area:</u></b>	<b><u>Focus Priorities:</u></b>	<b><u>Key Actions:</u></b>	<b><u>Measured by:</u></b>	<b><u>Owner(s):</u></b>	<b><u>Resources</u></b>	<b><u>Results of</u></b>	<b><u>Status:</u></b>
(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	(List as many actions as needed (Due June 15,	)	(Formative Summative)	<b><u>Needed:</u></b>	<b><u>Key Actions:</u></b> in each box.) and/or	2016)	NM = Not Met IP = In Progress M = Met



	<p>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>	<ol style="list-style-type: none"> <li>3. Provide individual teacher coaching and feedback.</li> <li>4. Provide support to teachers on a PLP.</li> <li>5. Utilize new teacher mentors.</li> </ol>	TKES platform	Administrators, teacher leaders	TKES training for new teacher	<ol style="list-style-type: none"> <li>3. M- Administrators provided feedback in person and via the TKES portal.</li> <li>4. M- Teachers on a PLP were supported via coaching, extra observations, weekly meetings. This was documented in the TKES portal.</li> <li>5. M-All teachers new to Daniell were supported with a mentor or a department "buddy."</li> </ol>	M
	<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						

# Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Measure		
					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.2%
5-Year Graduation Rate (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.8%
Lexile Levels 5 <sup>th</sup> grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	75.0%	N/A	N/A
Lexile Levels 8 <sup>th</sup> grade (D.S.: CCRPI)	82.1%	75.2%	85.1%	N/A	N/A	85.8%	N/A
Lexile Levels 11 <sup>th</sup> grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
On-Track for Graduation	N/A	N/A	74.9%	77.1%	90.0%	88.0%	78.0%
Career Ready	N/A	98.2%	100%	100%	93.6%	99.2%	55.0%
Advanced Academics	37.4%	42.4%	42.2%	46.2%	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A	74.8%	68.3%	89.0%	76.0%	73.0%
CCRPI Score	76.2	81.2	88.9	N/A	75.7	80.0	77.7

Iowa Reading Grade 3	N/A	N/A	N/A	N/A	57.5%	N/A	N/A
Iowa Reading Grade 7	51.8%	56.3%	55%	55.5%	N/A	47.9%	N/A

## Middle School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
<b>Lexile Levels Middle Schools</b>	Percent of students in grade 6, 7, 8 achieving a Lexile measure greater than or equal to the following on the EOG: grade 6: 917, grade 7: 984, grade 8: 1050	Students scoring a Lexile measure ≥ 917 (6th) ≥ 984 (7th) ≥ 1050 (8th)	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 8 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)	Unduplicated count of grade 8 students passing courses in four core content areas (ELA, Math, Science, Social Studies, and World Language)	Total enrollment in grade 8	Data extracted from Synergy Gradebook
<b>Career Ready</b>	Percent of students with a complete statedefined Individual Graduation Plan by the end of grade 8	Unduplicated count of students in grade 8 with a complete IGP	Total enrollment in grade 8	Will be collected via Student Records
<b>Advanced Academics</b>	Percent of students enrolled in Middle School AC classes	Unduplicated count of students in grades 6-8 enrolled in Middle School AC classes	Total Enrollment of grades 6-8	Course information in Synergy
<b>Stakeholder Satisfaction</b>	Aggregate of all 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 7</b>	Percentage of students in grade 7, scoring ongrade level in reading	Number of 7 <sup>th</sup> grade students scoring on-grading in reading	Number of 7 <sup>th</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

