

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					Focus Priority
Focus Area:	Focus Priorities: <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	Key Actions: <i>(List as many actions as needed in each box.)</i>	Measured by: <i>(Formative and/or Summative)</i>	Owner(s):	Resources Needed:	Results Of Key Actions: <i>(Due June 15, 2016)</i>	Status: NM = Not Met IP = In Progress M = Met
Vary learning experiences to increase success in college and career pathways.	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)	Organize teachers into content data teams who will develop common assessments to be used to collect data for the adjustment of instruction.	Data Team minutes, common assessments	Academic Coaches/ Admin/teachers	SRI/SMI Testing Software	Based on 3 iterations of SRI, 2/3 of all students ended higher than Below Basic. 25% of our students grew too advanced or proficient.	Met
	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)	Develop and implement FFAS in ELA and Math during the Fall Semester while roll out to Science and Social Study teachers in the Spring Semester. Create and use grade level formative assessments while utilizing the almost there to adjust instruction to meet individual needs.	% of teachers delivering FFAS % of teachers using common assessments	Admin/Coaches/TTIS Admin/coaches	TTIS for fall semester	All content area teachers (100%) were trained in FFAS and all content area teachers (100%) have been using common formative and summative assessments this year.	Met
	4. Align critical professional learning by grade	Differentiate professional learning based on needs assessment of faculty.	Teacher Survey	Coaches		Professional Learning Seminars were	Met

	<i>level/content area and ensure access for all teachers. (AD)</i>	Structure professional learning times before and after school to maximize instructional time.	Teacher sign-in sheets for PL's throughout the year	Coaches		held bimonthly in the fall and one per month during the spring. Topics included Differentiation, PBLs, Student Engagement, Technology	
	<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	Implement content literacy classes across the 4 disciplines. Measure all students' Lexile score using SRI at the beginning of the year and then periodically throughout the year to show growth.	% of students participating SRI	ADMIN ADMIN/Coaches		Implementation of Content Literacy was not done with fidelity. While training did occur about teacher expectations with CL, the monitoring of the program was not strong enough to ensure a continued commitment to the program ***** Based on 3 iterations of SRI, 2/3 of all students ended higher than Below Basic. 25% of our students grew to advanced or proficient.	Not Met Met
	<i>6. Increase percentage of student</i>	Measure student math skills using iKAN assessments at the	iKAN	Math Coach and Math Teachers		Half way through the year there was a shift to	IP

	<p><i>performance in math/algebra at every grade level.</i> (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	beginning, middle and end of the school year.				using SMI data so this is something we will continue to monitor for next year.	
	<p><i>7. Increase number of students academically completing every grade.</i>(S)</p>	<p>Revamp RTI process</p> <p>Continue the mid-year at-risk of retention letter.</p>	<p>RTI Data</p> <p>Number of letters sent out</p>	<p>SSA and counselors</p> <p>Admin and Counselors</p>		<p>We continued the mid-year “at-risk” retention letter. This was an excellent way to document possible retentions early in the school year so we could get parental support earlier in the year. As a result, fewer students were retained/placed, and there were fewer parent complaints.</p>	Met
	<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

2015-16 Cobb County School District Strategic Plan

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

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)

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(List as many actions as needed
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(Formative
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Owner(s):

**Resources
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<p>Differentiate resources for students based on needs.</p>	<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Disseminate 160 iPads in groups of 10 to teachers to create technical classrooms.</p>	<p>Applications and surveys given to students and teachers</p>	<p>Technology Committee</p>	<p>\$5,000 for furniture and equipment</p>	<p>Teachers applied to gain a class set of 10 iPads and the iPads were disseminated in the fall semester to be used the rest of the year.</p>	<p>Met</p>
		<p>Expand the Learning Commons to include a Maker's Space.</p>	<p>Student and Teacher surveys</p>	<p>Amy Kregel and Admin</p>		<p>ESOL/SWD: Results are pending the Milestones scores. We dropped from three classes to 1 class due to lack of participation from program coordinator</p>	
		<p>Implement a comprehensive literacy program for our Dual Served (ESOL/SWD) students with assistance from KSU.</p>	<p>Pre and post Lexile reading levels</p>	<p>Coaches and ESOL Lead</p>		<p>ESOL/SWD: Results are pending the Milestones scores. We dropped from three classes to 1 class due to lack of participation from program coordinator</p>	<p>IP</p>
		<p>Transform traditional classroom seating structures by incorporating waffle seating and lap desks to make a more engaging learning environment.</p>	<p>Common Assessment data compared to traditional classroom data.</p>	<p>Coaches, Kerry Akers, Kate Fites, and Anna Bassett</p>		<p>Two of the classroom teachers switched back to regular</p>	

						desks during the second semester in order to get their students ready to sit for testing. We were not able to compare assessment data because of this change.	
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	

	<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Implemented Read180 classes 2. Utilize 20-Day funds for Saturday School tutoring starting in September. 3. Reactivate RTI process to provide acceleration for those students who are behind and in danger of being retained. 	<p>Pre and Post Lexile levels</p> <p>Student Growth measured by math level when started in Sat School and post level.</p> <p>Number of students on Retained list in May as compared to the number of possible retained students in December.</p>	<p>Carol Aaron and Coaches</p> <p>Colleen McCarthy, Sat school teachers and admin</p> <p>Rezenia Wilson and grade level admin</p>	<p>6 Additional Computers and head phones Technology Funds</p>	<p>In our Read180 class we had 68% of the 6th grade students, 76% of the 7th grade students, and 69% of the 8th grade students who substantially improved their Lexile levels from Pre to Post test.</p> <p>.....</p> <p>We had a tremendous turnout for Saturday School number wise. However, we were not able to fully implement our plan with math data. This is something we plan on continuing as we will be starting earlier in the year with Saturday School.</p> <p>.....</p> <p>We have made progress with</p>	<p>Met but continuing</p> <p>IP</p> <p>IP</p>
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						our RTI process but we still have a ways to go. We were able to decrease the number of students who were identified as being at risk of being retained in December compared to the actual list in May. In December we had well over 400 students in grades 6 – 8 on the possible retention list based on failing grades. At the end of May we retained only 13 total students.	
	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)	N/A	N/A	N/A	N/A	N/A	

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Obtain STEAM Certification</p>	<p>Science, Math, Technology, and Arts grades and participation</p>	<p>Coaches and STEAM Committee</p>		<p>We were visited by the county STEM team who conducted a walk through. Feedback determined that we are currently Level 2 on the STEM curriculum. STEM training will take place next year for staff and will continue towards meeting requirements for STEM Certification</p>	<p>IP</p>
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Long Range Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Areas and Priorities 2016-2019</i></p>		<p>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</p>					<p><i>F o c u s P r i o r i t y</i></p>
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<p>Develop stakeholder involvement to promote student success.</p>	<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Conduct Stakeholder planning meetings to gain input from parents, students, faculty, staff and community members</p>	<p>Survey results</p>	<p>Paul Gillihan and Admin team</p>		<p>We held our annual stakeholders meeting in April. Over 40 parents, teachers and administrators met to discuss and plan for the upcoming year. Our local school council also conducted parent, student, and teacher surveys to gather data for planning purposes.</p>	<p>Met</p>
	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

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Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Actively seek teachers for vacant positions who are qualified and want to work in a title 1 school.	Teachers hired and retained	Paul Gillihan and CCSD HR department		Of the 18 new teachers that were hired last year, 13 are returning for 72%. We have worked on teacher morale. We had 16 teachers leave us this year: 3 retired, 3 moved out of state, 6 transferred to high schools 3 transferred out of the county and 1 resigned. At this point all positions have been filled.	IP
	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)	N/A	N/A	N/A	N/A	N/A	
Support and retain	Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A	N/A	

employees for highest levels of excellence.	Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Create a staff development program that is specific to Griffin and ensures that teachers are effectively trained.	Surveys and walk through classroom data	Academic coaches and admin		Conducted NT Induction for new teachers and continued our PL initiatives in Data analysis (FFAS), Literacy, Engagement, and PBLs	Met
	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)	Concentrate academic coaches attention early on areas that show up as areas of concern during TKES walk throughs and formatives	TKES data	Academic Coaches and Admin		Coaches observation forms aligned with TKEs, Academic Coaches maintained data collection and provided coaching to teachers who needed support in TKES standards; Admin provided regular feedback via walkthroughs and formatives.	Met
	Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean
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					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 5th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	75%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	67.8	69.1	72.7	n/a	N/A	82%	N/A
Lexile Levels 11th grade (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56%
On-Track for Graduation	n/a	n/a	80.1	63.6	90%	88%	78%
Career Ready	n/a	100	100	100	95%	92%	55%
Advanced Academics	28.4	25.4	32.2	34.5	31%	47%	58%
Stakeholder Satisfaction (Annual AdvancED Survey)	n/a	n/a	70.8	65.3	89%	76%	73%
CCRPI Score	69.2	80.5	79.4	?	73	81	76
Iowa Reading Grade 3	N/A	N/A	N/A	N/A	69%	N/A	N/A
Iowa Reading Grade 7	38.7	38.4	28.8	33.4	N/A	60%	N/A

Middle School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
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Lexile Levels Middle Schools	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.
On-Track for Graduation	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
Career Ready	Percent of students with a complete state-defined 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
Advanced Academics	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
Stakeholder Satisfaction	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
Iowa Reading Grade 7	Percentage of students in grade 7, scoring on-grade level in reading	Number of 7 th grade students scoring on-grading in reading	Number of 7 th grade students with a valid test score in reading	Riverside Data Manager
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE