

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)					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> <i>(Based on priorities identified by IE², 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
Vary learning experiences to increase success in college and career pathways.	<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
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	Continue data teams and work towards grade level continuity. Mid-Year update: Utilize CTLS and administer Touchstones in Math and Reading.	Use of common grade level data team assessments.	Farrell CRT's	None	Kindergarten continued the data team process while first grade implemented Touchstones.	IP
	<i>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)</i>	Develop and deliver common formative assessments with a focus on math for the 2015-2016 school year. Mid-Year update: Utilize CTLS and administer Touchstones in Math and Reading.	Common math assessments.	Assessment key team.	None	Grade level unit math assessments were developed and math Touchstones were administered in first grade.	IP

	<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Continue grade level collaborative planning and professional learning. Modify specials schedule to allow for additional professional learning blocks.</p>	<p>Staff Surveys</p>	<p>Stagich, Hourigan, Administration</p>	<p>Title I and SFSD funds to allow for collaboration.</p>	<p>Quarterly collaborative planning was held. Staff feedback was overwhelmingly positive. The modified specials will be discontinued for next school year because Title I funds were ample to provide the professional learning time needed.</p>	<p>IP</p>
	<p>5. <i>Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>Implement Units of Study in Reading</p>	<p>DRA/Running Records</p>	<p>CRT's, Administration Stagich, Hourigan</p>	<p>Units of Study Reading (purchased with Title I Funds)</p>	<p>Results varied at different points throughout the school year. Staff expressed concerns over the amount of assessment at the end of the school year. (SRI, SMI, SLO, & Touchstones)</p>	<p>IP</p>
	<p>6. <i>Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Improve assessment to inform instruction by developing common math assessments, and administering the GLOSS and IKAN. Mid-Year update: SMI to be used instead of Gloss and IKAN</p>	<p>Common Formative Assessments, GLOSS, IKAN Mid-Year update: SMI to be used instead of Gloss and IKAN</p>	<p>Hourigan, CRTs</p>	<p>GLOSS and IKAN (Purchased with instructional funds) Mid-Year update: SMI provided by district</p>	<p>According to the SMI there was a 29% increase in the number of first grade students on or above grade level and a 56% increase in the number of kindergarten students on or above grade level.</p>	<p>IP</p>

	<i>7. Increase number of students academically completing every grade.(S)</i>	Use data teams for early identification of students needing more support.	Retention Rates	Administrati on CRT's, Counselor	None	We retained two kindergarten and one first grade student. This is the same number of students retained as the previous year.	IP
	8. Other: Increase the percentage of students writing on grade level. <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Continue utilization of Units of Study in Writing	Calkins Writing Rubric	CRT's,	Units of Study in Writing (Purchased with Title I funds)	First grade showed a 1% increase and kindergarten saw a 7% decrease in the number of students scoring a 3 on the Units of Study Writing Rubric.	IP

	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)	1. Full implementation of reading recovery, differentiated iPad apps. 2. Provide math tutoring, utilize differentiated iPad apps. 3. N/A	1. Running Records/DRA Mid-Year update: SRI added to reading assessments 2. GLOSS/IKAN Mid-Year update: SMI to be used instead of Gloss and IKAN	RR teachers, Tutoring teachers, CRT's	iPads, and APP (Purchase with grant funds, Title funds, and local school funds)	Reading gains were noted through the 3 nine week grading period but did not persist through the end of the school year. According to the SMI there was a 29% increase in the number of first grade students on or above grade level and a 56% increase in the number of kindergarten students on or above grade level	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. (AD)	N/A	N/A	N/A	N/A	N/A	
	Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	

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

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i><u>Focus Priority</u></i>
<u>Focus Area:</u>	<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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions: (Due June 15, 2016)	Status: NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	Building leadership team will analyze stakeholder surveys and Title I surveys use to develop Title I plan and strategic plan.	Surveys	Building leadership team	None	Results of stakeholder surveys were used to develop the Title I Plan and will be used to develop the SSP.	IP
	Other: (Priorities specific to school, division, or area. Can be multiple.)	N/A	N/A	N/A	N/A	N/A	

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>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results of Key Actions:</u> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Administration will attend recruitment events at local colleges and universities.	Attendance at events	Administration	None	Berry college teacher recruitment event attended.	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 employees for highest levels of excellence.	Support local school teachers and leaders to improve retention rate. (IE²) (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)	We will develop best practices during quarterly collaboration and super specials	Surveys	Stagich, Hourigan, Administration	None	Quarterly collaboration and trainings during super specials were held. Teacher feedback was overwhelmingly positive.	IP
	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)	Teachers will use pretest data from SLOs to determine focus standards for data teams.	SLO's	CRT's, Administration	None	SLO results indicate significant student growth in all areas.	IP
	<i>Other:</i> (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	

Key Trend Data (Elementary School)

Indicator	2012	2013	2014	2015	2014 District Mean		
					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	75.0%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	85.8%	N/A
Lexile Levels 11th 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	N/A	N/A	90.0%	88.0%	78.0%
Career Ready	N/A	N/A	N/A	N/A	93.6%	99.2%	55.0%
Advanced Academics	1.1%	8.4%	5.0%	6.8%	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A	4.64	4.60	89.0%	76.0%	73.0%
CCRPI Score	95.3	90.7	87.5	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	N/A	N/A	N/A	N/A	N/A	47.9%	N/A

Elementary School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
Lexile Levels Elementary Schools	Percent of students in grade 5 achieving a Lexile measure greater than or equal to the following on the EOG Grade 5: 850	Students scoring a Lexile measure ≥ 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.
On-Track for Graduation	Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)	Unduplicated count of 5th grade students passing courses in four core content areas (ELA, Math, Science, Social Studies, and World Language)	Enrollment in grade 5	Data extracted from Synergy Gradebook
Career Ready	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
Advanced Academics	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%
Stakeholder Satisfaction (AdvancED Survey)	Average score from combined Student, Staff, and Parent Survey total scores.	Add the 3 total scores from Student, Staff, and Parent surveys.	Divide by 3 for an average score of all 3 surveys	Fetch , AdvancEd Folder
Iowa Reading Grade 3	Percent of students in grade 3, scoring on-grade level in reading (On-grade level = 3.1)	Number of 3 rd grade students scoring on-grading in reading	Number of 3 rd 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	NA	NA	Georgia DOE

	measurements			
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