

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)						<i>Focus Priority</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>	Key Actions: <i>(List as many actions as needed in each box.)</i>	Measur ed by: <i>(Formative)</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.	<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>	<p>1. Monitor student progress through bi-weekly data analyses of common formative assessments.</p> <p>2. Adjust instruction based on data analyses.</p> <p>3. EOC courses meet bi- annually with the principal to report data and make instructional adjustments.</p> <p>4. EOC courses use half-day planning sessions for more in-depth discussion of data and student progress monitoring.</p>	<p>1. Measured by the PLC/Data team minutes and classroom walkthroughs</p> <p>2. Increased student performance on common summative assessments and EOCs</p> <p>3. Principal confirmation</p> <p>4. Half-day planning minutes and classroom walkthroughs</p>	Collaborative Teams, Principal, Administration , and Academic Coaches	Sub pay for half day release time funded by Title I, Title II, and SFSD funds	<p>Identified the need of students based on the classroom walk-through in order to address the student deficits.</p> <p>Identified need to create rigorous and truly common assessment.</p> <p>We saw increased student engagement as a result of the blended classroom model.</p>	<p>1. IP</p> <p>2. IP</p> <p>3. N</p> <p>M</p> <p>4. IP</p>	

	<p>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)</p>	<p>1. Use flexible formative assessments in all core content areas.</p> <p>2. Analyze student progress on content specific flexible formative assessments to drive instructional practices.</p>	<p>1. Analyze common assessments, performance tasks, and varied formative measures</p> <p>2. Use of a variety of formative assessment strategies and instruments as measured by TKES</p>	<p>Collaborative Team Members and Academic Coaches</p>	<p>Weekly collaboration time and common planning for collaborative teams</p>	<p>While flexible formative assessments were developed in core content areas we identified a need to implement common formative assessments.</p>	<p>IP</p>
	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide professional learning on student engagement and monitor implementation.</p>	<p>Walkthrough data and lesson plan implementation</p>	<p>Administration, Department Coordinators, Academic Coaches, and All Teachers</p>	<p>Title I funds for outsourced consultants</p>	<p>The staff participated in PD and the implementation is evident in teacher lesson plans.</p>	<p>M</p>
	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Use the Scholastic Reading Inventory for all 9th grade students.</p> <p>2. Identify best practices in reading for high school students and implement across all grades levels.</p>	<p>1. Analyze the SRI data</p> <p>2. Inclusion of reading practices in all teachers' lesson plans</p>	<p>All teachers</p>		<p>The data was used to create additional support classes.</p>	<p>M M</p>

	<p><i>6. 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>1. Use the Scholastic Mathematics Inventory for all 9th grade students.</p> <p>2. Implement “Foundations of Algebra” course to increase percentage of passing students on Algebra I End of Course test.</p> <p>3. Provide opportunities for credit recovery in Algebra I, Geometry, Algebra II, and MIG.</p>	<p>1. Analyze the SMI data</p> <p>2. Analyze second semester’s Algebra I EOC scores</p> <p>3. GradPoint, Course Extension, CVA, and GAVS</p>	<p>1. All math teachers</p> <p>2. Foundations of Algebra and Algebra I teachers.</p> <p>3. Counselors and Teachers</p>	<p>Title I Funds</p>	<p>The data was used to create additional support classes.</p> <p>Increase number of students that passed classes due to participation on GradPoint, Course Extension, CVA, GAVS.</p>	<p>1. M 2. IP 3. M</p>
	<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Enroll students in CVA, GAVS, GradPoint, and tutoring, as well as offering Course Extension opportunities.</p>	<p>Analyze students’ grades in CVA, GAVS, and GradPoint.</p>	<p>Administration, Guidance Counselors, and Teachers</p>	<p>Title I Funds</p>	<p>The results of these programs increased the number of students passing the classes offered on all platforms.</p>	<p>M</p>

	8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>						
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	<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. Create Writer's Workshop course to assist students who failed the 9th Literature End of Course test. 2. Implement "Foundations of Algebra" course to increase percentage of passing students on Algebra I End of Course test. 3. Enroll students in CVA, GAVS, and GradPoint, as well as offering Course Extension opportunities. 4. Continue RTI process for students who are not on track for graduation. 	<ol style="list-style-type: none"> 1. Analyze second semester's American Literature EOC scores. 2. Analyze second semester's Algebra I EOC scores. 3. Analyze students' grades in CVA, GAVS, and GradPoint. 4. Identify the number of students who are removed from RTI because they are on track for graduation. 	<ol style="list-style-type: none"> 1. Writer's Workshop and American Literature teachers 2. Foundation of Algebra and Algebra I teachers 3. Administration, Academic Coaches, and teachers 4. RTI Team 	<p>The majority of Students passed the Am. Lit EOC after taking the Writer's Workshop course.</p> <p>Continue analyzing 2015 – 2016 to 2016 - 2017 data.</p> <p>There was an increase number of students participating in the class online platforms.</p> <p>Continue identifying students for RTI</p>	<ol style="list-style-type: none"> 1. M 2. IP 3. M 4. IP
	<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>	<ol style="list-style-type: none"> 1. Administer PSAT to 10th grade students and identify students with AP potential. 2. Enroll students in CVA and GAVS. 3. Implementation of blended courses 	<ol style="list-style-type: none"> 1. Use the PSAT data to identify students with AP potential 2. Weekly conference notes 3. Compare the rate of credits earned from the 2014-2015 school year. 	<ol style="list-style-type: none"> 1. PSAT testing coordinator and Gifted Lead Teacher 2. CVA and GAVS paraprofessional 3. Guidance Counselors 	<p>Students were identified and given the option to enroll in AP courses</p> <p>Students were enrolled and completed CVA and GAVS courses</p> <p>Students were</p>	<ol style="list-style-type: none"> 1. M 2. M 3. M

	Other: (Priorities specific to school, division, or area. Can be multiple.)						
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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)					<u><i>Focus Priority</i></u> Status: NM = Not Met IP = In Progress M = Met
<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)	
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	1. Check AdvED surveys and determine how many parents participated in the survey. 2. Review the SSP with all key stakeholders.	1. AdvED survey results 2. Agenda and Sign-In Sheet	1. School Leadership Team 2. Principal		The data was reviewed. The results were shared with the School Council.	1. M 2. M
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

	Use results of TKES and LKES to improve professional performance (IE ²)	Analyze TKES evaluation to determine needed professional learning.	TKES Evaluation	Administration		The results of the TKES and LKES were used to identify and provide support to teachers.	M
	Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data (High School)

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	53.6	58.3	62.8	Feb 2016	N/A	N/A	78.2%
5-Year Graduation Rate (D.S.: CCRPI)	59.9	54.9	61.9	Feb 2016	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)	26.2	29.3	33.1	Feb 2016	N/A	N/A	56.4%
College Ready	15.2	16.1	19.9	22.9	N/A	N/A	43.9%
On-Track for Graduation	57.0	65.2	55.2	58.9	90.0%	88.0%	78.0%
Career Ready	N/A	29.1	47.4	42.1	93.6%	99.2%	55.0%
Advanced Academics	44.3	43.8	43.8	46.6	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A	64.2	70.1	89.0%	76.0%	73.0%
CCRPI Score	67.2	63.7	64.4	Feb 2016	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
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Indicator	Description	Numerator	Denominator	Details and Data Sources
4-Year Graduation Rate	Percent of students who graduated with a regular education diploma in a given year	Number of students who graduated with a regular education diploma in a given year	Number of 9 th graders four years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the four year period	Georgia DOE Grad Rate Calculator - Provided by the Office of Accountability
5-Year Graduation Rate	Percent of students who graduated with a regular education diploma in a given year plus the following year	Number of students who graduated with a regular education diploma in a given year plus the following year	Number of 9 th graders four years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the five year period	Georgia DOE Grad Rate Calculator - Provided by the Office of Accountability
Lexile Levels High Schools	Percent of students achieving a Lexile measure of 1275 or greater on the American Lit. EOC	Number of students scoring a Lexile measure \geq 1275	Number of students with valid American Lit. EOC scores	Provided by the Office of Accountability
College Ready	Percent of 10 th grade students with a PSAT score of 133 or higher	Number of 10 th grade students with PSAT scores \geq 133	Number of 10 th grade students with a valid PSAT score	Reported on the PSAT/NMSQT building report from College Board
On-Track for Graduation	Percent of 9 th graders in attendance for full academic year (FAY), academically promoted to 10 th grade on schedule.	Number of FAY students in grade 9 promoted to grade 10	Number of FAY students in grade 9	Local School enrollment data
Career Ready	Percent of students who completed pathway course requirements and passed the End Of Pathway Assessment (EOPA)	Number of students passing EOPA	Number of students taking an EOPA assessment	Local schools - reported to CTAE Office
Advanced Academics	Percent of students enrolled in Honors, AP, IB, or Magnet Courses	Unduplicated count of students in grades 9-12 enrolled in one or more AP, IB, Honors, or Magnet Courses	Total Enrollment of grades 9-12	Course information in Synergy
Stakeholder Satisfaction	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
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE

