

2016-19 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> | | 2016-17 Aligned Actions and Measurements (Due September 1, 2016) | | | | | <i>Focus Priority Status:</i> |
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| <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. | 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) | (1) Maintain and use 5 step Data Team Process for Reading, Math, and Writing. | Formative assessments in reading, math, and writing (weekly/mnthly) | Teachers, academic coaches & administrators | | Grade level data teams set monthly goals for reading growth | IP |
| | | (2) Manage the RTI process to ensure high impact strategies are being utilized and documented | Data points recorded in RTI portal showing accelerated progress or moving through the Tier process (monthly) | Teachers, academic coaches, counselors, & administrators | | Protocol developed and used for placing students on tier for reading | IP |
| | (3) Manage student data notebooks with individual progress monitoring and goal setting | Monitoring of student progress and adjustment of goals (Monthly) | Students, teachers | | All students set quarterly reading, writing, and math goals and track progress in reading and math monthly | IP | |

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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) Utilize common performance tasks in the 5 center/station areas in each classroom integrating core content subjects. Collaborate with grade level team to differentiate tasks for multiple levels of readers in each classroom.</p> | <p>Analysis of student work from each of the center/station areas. Collaborative scoring of performance tasks with locally developed rubrics.</p> | <p>Grade level teachers, academic coaches</p> | | <p>Quarterly common performance tasks developed and implemented at each grade level for each core learning center</p> | <p>IP</p> |
| | <p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p> | <p>(1) Coordinate professional learning opportunities that are differentiated to meet the needs of teachers</p> | <p>Attendance at optional professional development after school for new teachers, weekly focused professional development for all teachers during collaboration; Survey staff for specific needs. Analysis of student progress to determine focus for professional development</p> | <p>Teachers, academic coaches, administrators and District coaches</p> | | <p>10 Optional professional development sessions were offered, ESOL strategies presented monthly during collaborative planning, along with grade level specific trainings</p> | <p>IP</p> |

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| | <p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p> | <p>(1) Intensify instruction in reading for all students retained and placed in grade level without making adequate progress through locally developed 80/20 model designed for intense small group instruction for 80% of the school day. (2) All students reading below grade level will have small group reading instruction at least twice per day.</p> | <p>Monthly reading progress analysis at Data Team meetings; conferences with parents; student data notebooks Certified tutors for push in support during the school day</p> | <p>Teachers, Tutors, academic coaches, administrator, parents, and students</p> | <p>20 day funds to pay certified tutors</p> | <p>4.9 point increase in average weighted performance on ELA portion of Milestones (from 36.5 to 41.4)</p> <p>2.8 percentage point increase in students performing at proficient or above on ELA Milestones (from 16.8 to 19.6)</p> <p>7.6 percentage point increase in students reading on grade level as measured by DRA (55.3% to 62.9%)</p> <p>9 percentage point increase in students reading on grade level as measured by</p> | <p>IP</p> |
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| | | | | | | Reading Inventory (30% to 39%) | |
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| | <p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p> | <p>(1)Implement touchstone assessments to identify learning gaps.</p> | <p>Scores on touchstone assessments and math inventory;</p> | <p>District assessment personnel, teachers, academic coaches, administrators</p> | | <p>4.9 point increase in average weighted performance on ELA portion of Milestones (from 33.8 to 48.7)</p> <p>3.3 percentage point increase in students performing at proficient or above on ELA Milestones (from 16.8 to 19.6)</p> <p>3.3 percentage point increase in students performing at proficient or above on Mathematics Milestones (from 11.4 to 14.7)</p> | <p>IP</p> |
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| | <p>7. Increase number of students academically completing every grade.(S)</p> | <p>(1)Execute the 80/20 Instructional model with fidelity to ensure students working independently are producing high quality work to show mastery of standards in core content areas</p> <p>(2)Conduct two conferences each quarter with students not meeting grade level standards</p> | <p>Analysis of student work in Data Teams; on track graduation data</p> <p>Increased achievement as measured by DRA, RI, MI, Running Records, Comprehension checks, and student/teacher scored performance tasks</p> | <p>Teachers, academic coaches, administrators</p> <p>Teachers, students, parents, academic coaches, administrators</p> | | <p>9 percentage point increase in students reading on grade level as measured by Reading Inventory (30% to 39%)</p> <p>3.3 percentage point increase in students performing at proficient or above on Mathematics Milestones (from 11.4 to 14.7)</p> | <p>IP</p> |
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| | <p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | | | | | | |

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

| <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) | <u>Status:</u> NM = Not Met IP = In Progress M = Met |
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| | Identify local school innovations through system flexibility to increase student achievement. (IE2) | (1)Implement Innovative ESOL Delivery Model. (2)Transform student behaviors through schoolwide implementation of PBIS (Positive Behavior Intervention and Support) | ACCESS scores, Milestone data, and all local assessments Monthly discipline data review, GaDOE walkthrough data, and rewards distribution analysis | Riverside teachers, coaches, and administrators District Coaches | Instructors for local ESOL endorsement classes Funds for PBIS Reward and items for Role Model Retail discipline portal SWIS | Emerging rating by GaDOE for PBIS implementation 34 out of 35 points on both GaDOE walkthroughs 62.5% reduction in OSS days 52.5% reduction in OSS incidents 29.8% reduction in discipline referrals | IP IP |
| | Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²) | N/A | N/A | N/A | N/A | N/A | |

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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) | <p>(1)Accelerate learning through Digital interventions: Read 180, System 44, and I-Read; certified tutors and a literacy specialist dedicated to 2nd grade to provide intense reading instruction intervention;</p> <p>(2)Use of Touchstone assessments in Math to identify learning gaps and plan for specific instruction plan in math.</p> <p>(3) Provide support at each grade level with a social worker, counselor, and administrator for each grade level to provide support for families to help their children succeed.</p> | <p>(1) Increase in lexile levels, increase in performance on running records, growth in program shown on Scholastic growth reports</p> <p>(2) Increase in scores on math Touchstone assessments, increase in scores on math inventory</p> <p>(3) Increase in number of families that we can assist RTI data in portal, decrease in discipline referrals, and increase percentage of student attendance</p> | <p>Classroom teachers, reading intervention support teacher, academic coaches, and certified tutors. Social workers, counselors, and administrators</p> | <p>Title I funds for additional digital interventions; 20 day funds to hire certified tutors; allotment conversion for support personnel; Read 180, System 44; I-Read; GLOSS assessment</p> | <p>See data above listed under priority number 5.</p> <p>29.8% reduction in discipline referrals</p> <p>52.5% reduction in OSS incidents</p> | <p>IP</p> <p>IP</p> |
| | <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> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | |

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| 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) | | | | | <i>Focus Priority</i> Status: NM = Not Met IP = In Progress M = Met |
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| <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) Increase parent and student participation in the stakeholder surveys. (2) Maintain and build the School Council to positively impact the school | Increase in number of surveys completed Increase in number of face to face student led parent conferences Projects proposed and completed | School counselors and social workers Parents and teachers | | Increase in GaDOE parent survey responses from 45 in 2016 to 106 in 2017 | IP IP |

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| | <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>(1) Continue specific plan to honor good attendance and to support students and staff struggling with attendance issues</p> <p>(2) Collaborate with Alive Ministries to hold monthly food distribution for 75 families in need</p> | <p>Decrease in number of student and staff absences</p> <p>Continually increase the number of families being served</p> | <p>Social workers</p> <p>Alive Ministries, staff, community</p> | <p>Donations from the community</p> | <p>NBA – Never Been Absent campaign initiated</p> <p>Served over 100 families in 2016-2017</p> | <p>IP</p> |
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| Support and retain 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) | (1)Establish new teacher class RIVER Development class | New teacher satisfaction surveys and conferences | Academic coaches, administrators, evaluators, teacher leaders | | | IP |
| | | (2)Coordinate appropriate job embedded professional development to include weekly extended collaboration time for each team, academic coach modeling/mentoring, staff mentors and teachers observing each other teaching | Walkthrough and Formative Assessment Data Locally developed Monitoring for Student Achievement documents | | | | |
| | | (3)Professional development based on teachers needs survey | | | | | |
| | 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) | (1)Initiate topics for professional development based on the results of TKES. | Self-assessment by teachers, ratings from the previous year compared to this year | Administrators, coaches | | | |
| | 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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| 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 | 47.7 | 48.8 | 40.16 | 75% | N/A | N/A |
| Lexile Levels 8th grade (D.S.: CCRPI) | N/A | N/A | N/A | 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 | 91.5 | 81.8 | 85.2 | 90% | 88% | 78% |
| Career Ready | N/A | 0 | 100% | 100% | 95% | 92% | 55% |
| Advanced Academics | 7.7 | 6.6 | 5.9 | 5.7 | 31% | 47% | 58% |
| Stakeholder Satisfaction (Annual AdvancED Survey) | N/A | N/A | 4.16 | 4.29 | 89% | 76% | 73% |
| CCRPI Score | 56.8 | 63.1 | 55.6 | 51.3 | 73 | 81 | 76 |
| Iowa Reading Grade 3 | 34.2 | 35.0 | 25.3 | 26.5 | 69% | N/A | N/A |
| Iowa Reading Grade 7 | N/A | N/A | N/A | N/A | N/A | 60% | N/A |

Elementary School Level Calculation Guide

| Indicator | Description | Numerator | Denominator | Details and Data Sources |
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| Lexile Levels Elementary Schools | Percent of students in grades 3, 4, 5 achieving a Lexile measure greater than or equal to the following on the EOG: Grade 3: 650, Grade 4: 750, Grade 5: 850 | Students scoring a Lexile measure ≥ 650 (3rd) ≥ 750 (4th) ≥ 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) | 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 3 | Percentage of students in grade 3, scoring on-grade level in reading | 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 measurements | NA | NA | Georgia DOE |