

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 Priorit y Status:</i>
<i>Focus Area:</i>	<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<i>Key Actions:</i> (List as many actions as needed in each box.)	<i>Measured by:</i> (Formative and/or Summative)	<i>Owner(s):</i>	<i>Resources Needed:</i>	<i>Results Of Key Actions:</i> (Due June 15, 2016)	NM = Not Met IP = In Progre ss 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)	Use data collection from the data team process to adjust math instruction and provide differentiation to meet the individual needs of the learners.	Common Assessments Pre/ Post Test	Teachers Administration	None	Teachers differentiated based on data.	M
	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)	1. Implement and analyze the data from SLOs in order to adjust instruction to meet the needs of the learners. 2. Provide scheduled times, after school, for the grade levels to meet and talk about data and strategy implementation. 3. Provide Collaborative Planning Days for teachers to review data and plan for future instruction.	Formative Assessments	Teachers Administration	Financial Resources for teachers to have collaborative planning. \$5,500.00	Teachers were given one full day of collaboration in order to review data and plan together. They used math common assessments each 9 weeks.	M
	4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	PBIS Training for all staff members. CTLS Training – looking at the data Technology Training				Worked with Kelly McNabb to provide PBIS training to the staff. We also had Christopher Croom come out and provide PL sessions.	IP

	<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	Assess and analyze the data from SLOs and SRI/DRA in order to adjust instruction to meet the needs of the learners. Provide additional support through tutoring after school, for 3 rd and 5 th graders using extended day funds.	DRA/ SRI scores SLO scores	Teachers Administrators	Extended Day Funds	After school tutoring was provided to Third and Fifth graders.	M
	<i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</i>	Use Number Talks, First in Math and math journals to increase our students' skills in computation and problem solving (solving for the unknown).	Common Assessments Pre/ Post Test Scores	Homeroom Teachers Administration	None	First in Math was implemented consistently in grades 1 st – 5 th . Teachers also used math journals with the students to practice problem solving.	M
	<i>7. Increase number of students academically completing every grade.(S)</i>	1. Use data collection from the data team process to adjust math instruction to meet the individual needs of the learners. 2. Work with parents through the RTI process to support the child's individual needs.	Common Assessments Pre/ Post Test RTI data	Homeroom Teachers Administration Teacher, Counselor, Administration, Parent	None	Common Assessment data was analyzed and strategies were developed to address growth for all students.	M
	8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Increase achievement and improve behavior outcomes for students by implementing PBIS (year one).	Formative and Summative Data will be looked at using Discipline reports.	All Staff	Training Money for Program Materials and Incentives 500.00	We started the implementation process of PBIS. We attended training and brought back information to the staff.	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)	Extended day tutoring will be offered to students in 3rd and 5 th grade who are struggling in reading or math. First in Math will be promoted at school and home. RTI process will be used to implement strategies and keep parents informed.	Formative Assessments Usage reports in system	Teachers 	None 	After school tutoring was offered to students in 3 rd and 5 th to support reading and math instruction. We had about (60) students participate. First in Math was promoted on the morning news and students were recognized for their accomplishments.	M
	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.)						

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</i></u>
<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>Priority Status:</u> NM = Not Met IP = In Progress M = Met

<p>Develop stakeholder involvement to promote student success.</p>	<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Seek parent involvement on committees such as school counselor advisory, school council.</p> <p>Seek parent feedback through the use of various surveys</p> <p>Parent input in class placement.</p>	<p>Multiple Surveys</p>	<p>Teachers Counselors Administration</p>	<p>None</p>	<p>Parents served in many areas giving feedback and participating in decision making, such as Chalker Foundation, School Council and Counselor's Advisory Committee. -Parent placement letters have been received and used for placement.</p>	<p>M</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.***

<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)	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)	NM = Not Met IP = In Progress M = Met
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)						
	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)	Provide regularly scheduled team planning time, PL opportunities and use the TKES commentary to ensure that teachers are highly trained.	Formative	Teachers/ Administrators	N/A	Teachers met in teams each Wednesday to address curriculum and school needs. -Lengthy, specific feedback was provided to teachers as part of the TKES process.	M
	Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).		N/A	N/A	N/A	N/A	
	Use results of TKES and LKES to improve professional performance (IE²)	Provide quality feedback in the TKES platform and through conferencing. Work with those on a PLP	Formative Survey Data	Teachers / Administrators		-Lengthy, specific feedback was provided to teachers as part of the TKES process.	M
	Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data

Indicator	2012	2013	2014-2015	2015-2016	2014 District Mean		
					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	N/A	N/A	N/	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 th grade (D.S.: CCRPI)	64.1	65.3	67.7	Oct -Feb	75%	N/A	N/A
Lexile Levels 8 th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	82%	N/A
Lexile Levels 11 th grade (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56%
On-Track for Graduation (4 th Quarter)	N/A	94.6	97.5	May	90%	88%	78%
Career Ready	N/A not available on DOE	100%	99%	May	95%	92%	55%
Advanced Academics	N/A	N/A	15%	May	15%	40%	50%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	91.5	88.3		89%	76%	73%
CCRPI Score	83.7%	87%	83.9%	Feb	73	81	76
Iowa Reading Grade 3	Not available in Riverside Data Manager	67%	65%	Feb	69%	N/A	N/A

Iowa Reading Grade 7	N/A	N/A	N/A	N/A	N/A	60%	N/A
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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)	Unduplicated count of 5th grade students passing courses in four core content areas (ELA, Math, Science, Social Studies)	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)	Percent of 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	Percent of students in grade 3, scoring on-grade level in reading (On-grade level = 3.1 or above)	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

