

2015-16 Cobb County School District Strategic Plan – Results

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)					<u>Focus Priority</u> ty Statu s:
<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: (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
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)	Collaborate weekly with intentional data discussions during the planning. Data will be used to adjust instruction. Teachers will implement use of the data team process outlined by administration starting in January.	Progress will be monitored by PLC attendance notes and evidence of data discussions TKES ratings for standards 2 & 3	Teachers and Administrators	N/A	Agendas of weekly discussions housed in SSP binder. Once we became a part of Cohort II for CTLS the outlined data team process was scaled back. Agendas incorporated data discussions.	IP

	<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>Full implementation of CTLS in district cohort #2 beginning by January 2016. All dates listed on school calendar. Implement/ utilize the CTLS portal to assess student learning and use the assessment results to meet individual student learning needs.</p>	<p>Data spreadsheets and/or CTLS portal</p> <p>TKES ratings on standards 4,5 & 6</p>	<p>Teachers and Administrators</p>	<p>Data collection platforms (CTLS/SPT) or common spreadsheets per department</p>	<p>CTLS training dates:</p> <p>Student assessments in portal and evidence on PLC agendas of data discussions</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 staff development in the areas of technology (Wi-Fi Wednesday's) and critical student group areas (EL and SWD), providing strategies and/or practices that will impact the learning of those populations. Also offer Systems 44 training in September, positioning ourselves for effective use of the results of universal screenings. All content areas will be trained on effective assessment alignment with DOK 3 & 4.</p>	<p>TKES ratings for standards 4, 5 & 6</p>	<p>Teachers, Administrators, and county personnel</p>	<p>CTLS Portal</p>	<p>Staff development plan and professional learning agendas to support DOK trainings housed in binder</p>	<p>IP</p>

	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Administer school wide SRI checkpoints 3 times within the school year to assess student Reading growth. This will take place in September, December and March. Training on how to use SRI/SMI data provided on 11/12/15</p> <p>Increase SWD student achievement. SWD students identified in Reading will be scheduled to receive Read 180 or System 44 support. Both programs are designed to engage struggling readers of all ages, by providing strategic reading interventions in three stages, each with unique, age-appropriate content for students in Grades 6–8. For students who need foundational reading support, System 44 will be utilized to address the needs of our most challenged readers. Evidence to support implementation of System 44</p> <p>Increase EL student achievement through connections class period</p> <ol style="list-style-type: none"> Scheduled model of instruction for students to receive direct intensive instruction in the English language while focusing vocabulary in the content areas of reading, math, language arts, science, and social studies. Milestones curriculum: This curriculum is designed to assist students with language acquisition and content knowledge. Target specific weaknesses as indicated by the ACCESS assessment in efforts to move students at least one bandwidth. Student growth will be measured using qualitative and quantitative data (teacher observations and ACCESS scores). 	<p>SRI Data</p> <p>ACCESS Data</p>	<p>Teachers, Subj. Area Coordinators, Teachers and Administrators</p>	<p>SRI</p>	<p>Pre/Post Data of SRI School-wide</p> <p>Adv/Prof. category went from 60% to 72%</p> <p>Basic/Below category went from 40% to 28%</p> <p>Systems 44 School-wide data: Advanced level increased from 6% to 10%; Developing level increased from 38% to 54%; Beginning level decreased from 60% to 40%</p> <p>Out of 11 EL Students receiving support, 10 made gains – see scores housed in binder</p>	<p>IP</p>
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		<p><u>Offer Read 180 Class and Math Connections support classes to specific students</u></p> <p><u>Offer tutoring as extended learning opportunities</u></p> <p><u>Improve identification of areas of concern through use of universal screeners</u></p> <p><u>Follow up with Sped data notebooks</u></p>				<p>See Rosters where adjustments were made housed in binder</p> <p>Tutoring schedule – see attached in binder</p> <p>SRI and SMI implemented and used in RTI meeting discussions</p> <p>SSA managed throughout year</p>	
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	<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Identify students struggling in Math to receive a math support class (Connections) in addition to the regular math class.</p> <p>Implement the First In Math program within math classrooms to enhance basic skills.</p> <p>Small group Math classes: SWD students identified in math will be scheduled to receive the First in Math program, a math program which students' progress at their own pace to build mastery in the 6 foundational skills needed to be successful in secondary math courses.</p> <p>SMI checkpoints will occur once in December and once in April.</p>	<p>TKES ratings for standards 3 & 4</p> <p>First In Math program data</p> <p>Sped. Data monitoring</p>	<p>Teachers</p>	<p>Manipulatives Software</p>	<p>See Rosters where adjustments were made housed in binder;</p> <p>Implemented during warmups in Math classes</p> <p>First in Math Implemented in Small group classes</p> <p>SMI data discussions during PLCs</p>	<p>IP</p>
	<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Provide interventions and support to RTI/Retention candidates</p>	<p>RTI data</p>	<p>Teachers, Counselors and Administrators</p>		<p>Evidence in RTI portal</p>	<p>IP</p>

	<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Attendance:</p> <ul style="list-style-type: none"> • Provide incentives for perfect attendance every 6 weeks – drawings • Recognize perfect attendance at end of year • Communicate attendance expectations to all stakeholders • Conduct parent/student meetings per 6 weeks for those students with more than 20 unexcused absences • Monitor T.I.P. program <p>No Excuses –Gender Based Class:</p> <ul style="list-style-type: none"> • Provide support to 8th grade boys struggling academically 	<p>Attendance records</p> <p>Attendance reports</p> <p>Average daily attendance/ Dashboard data</p> <p>Attendance report</p> <p>Program reports</p> <p>Formative assessments; walks/observations; student surveys</p>	<p>Administrators , Counselors, Social Workers, Attendance Clerk, Teachers</p> <p>Ms. Castleberry and Myesha Davis; Teachers; Administrators ; Parents</p>	<p>Attendance Records</p> <p>Technology support; Incentive Rewards</p>	<p>Counselors conducted drawings every 6 weeks on announcements</p> <p>Did not recognize Perfect attendance at end of year – difficulty running reports</p> <p>Attendance expectations communicated in Parent LOV Notes</p> <p>Meetings with parents as needed once student reached chronic attendance concerns – non medical</p> <p>T.I.P. conducted by Social worker throughout year</p> <p>In Fall 2015, 95% of the five core classes were passed. Three students failed one class and two students failed two classes. During Spring 2016, 79% of the five core courses were passed. Eight of the boys passed all classes, seven failed one class, three failed two classes, two failed</p>	<p>IP</p> <p>IP</p>
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						three and two failed four. Of the 42 boys enrolled in the class over the year, 41% (17) passed all classes and 21% (9) failed only one class.	
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Long Range Board Goal 2: *Differentiate resources for students based on needs.*

<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
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE ²)	<p>Implement transitioning the Media Center to a (CLC) Collaborative Learning Center</p> <p>Implement Creative instructional environment through methods of space usage</p> <ul style="list-style-type: none"> Use of desks and class environment to meet student needs in designated classrooms 	Physical space changes and Teacher/Student/Parent Feedback Increase # of classes adapting to innovative environment	Media Specialist and Parapro Teacher	Funds/Furniture	<p>New tables and chairs added to media center</p> <p>This did not happen; teacher grant was denied</p>	IP
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	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) 	<p><u>Offer Read 180 Class and Math Connections support classes to specific students</u></p> <p><u>Offer tutoring as extended learning opportunities</u></p> <p><u>Improve identification of areas of concern through use of universal screeners</u></p> <ul style="list-style-type: none"> • Schedule adjustments made 2nd semester as a result of SRI and SMI scores along with other factors <p><u>Follow up with Sped data notebooks</u></p>	<p>SRI Data</p> <p>Student feedback</p> <p>RTI data</p> <p>GoalView data</p>	<p>Teacher</p>	<p>Software /Technology</p> <p>County universal screeners</p> <p>20 day funds</p>	<p>See Rosters to show where adjustments were made.</p> <p>LA; Math; Science; Reading offered every Monday, Tuesday and Thursday began 2nd semester</p> <p>PLC discussions and schedule changes based on data</p> <p>SSA managed throughout year</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>	
	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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)	<u>Analyze/Use parent, student and staff survey results to plan forward</u>	Survey results	District reports	N/A	Staff review at the beginning of 2015 school year. See prezi attachments	IP

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p><u>Conduct</u> “Face Time” with the principal meetings 4 times per year</p> <p><u>Conduct</u> iParent program 3 times per year</p> <p><u>Conduct</u> 1 Community Collaboration Meeting (June 1, 2016)</p> <p><u>Collaborate</u> during 4 School Council Meetings throughout the year</p>	Feedback/Notes/Agendas	Principal	None	<p>Face Time dates: Sept. 17; Nov. 19th; Jan. 14th; Mar. 11th; Apr. 28th</p> <p>9/17 – Student Success; 10/7 Social Media/Cyber Safety; 11/19 - Kurzweil</p> <p>Comm. Collab: June 1st</p> <p>School Council dates: Sept. 14th; Oct. 28th; Jan. 21st ; Feb. 12th; June 1st</p>	IP
				Counselors/Parents			
				All Stakeholders invited, organized by Administration and Teachers	School wide operational topics reevaluated		
				School Council members	School Data and budget		

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

<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>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
<p><u>Focus Area:</u></p>	<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by: (Formative and/or Summative)</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions: (Due June 15, 2016)</p>	
<p>Recruit, hire...</p>	<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p><u>Promote Gifted Endorsement among staff and seek to hire more marketable applicants</u></p>	<p>% increase of staff with endorsement</p>	<p>Principal and Administration</p>	<p>County support</p>	<p>4 Teachers signed up for Gifted Class; currently 80 out of 80 HIQ certified staff members</p>	<p>IP</p>

	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)	<u>See Professional Learning Plan</u> <ul style="list-style-type: none"> • Wi-Fi Wednesday Technology trainings • CTLS and Data Team Trainings – all dates listed on school calendar • EL Training 	Surveys and TKES ratings for standards 5, 6 & 8	Principal, Administration and Teachers	County support	See PL Plan See PL Plan December 4, 2015 ; April 25, 2016	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)	<u>Provide constructive feedback within platform for areas of concern</u> <u>Provide effective training and implementation of TKES process among administration</u>	Walkthroughs/ TKES observations feedback; Self-Reflections	Principal, Administration and Teachers	TKES Platform County support – training held on 8/10	<u>TKES Platform report cycle I revealed a need for professional development in the following areas:</u> Instructional planning – (8%); Differentiation (6%); Academically Challenging (5%) and Communication (6%). DOK PBL and CTLS training was provided. Mary Thielman training with admin -8/10	IP
	Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data

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%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	91.7	92.1	93.3		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	93.5	95.9	52	92	90%	88%	78%
Career Ready	92.7	99.3	99.6	100	95%	92%	55%
Advanced Academics	48.8	48.2	49	46.2	15%	40%	50%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A		77	89%	76%	73%
CCRPI Score	88.6	92.2	82.7	February	73	81	76
Iowa Reading Grade 3	N/A	N/A	N/A	N/A	69%	N/A	N/A

Iowa Reading Grade 7	N/A	N/A	N/A	66.4	N/A	60%	N/A
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Middle School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
Lexile Levels Middle Schools	Percent of students in grade 8 achieving a Lexile measure greater than or equal to the following on the EOG: 1050	Students scoring a Lexile measure ≥ 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	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 7	Percentage of students in grade 7, scoring on-grade level in reading (On-grade level = 7.1 or above)	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

