

2015-16 Cobb County School District Strategic Plan

Long Range Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<u>Focus Priority</u>
<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>	<u>Status:</u> NM = Not Met IP = In Progress M = Met
<i>Vary learning experiences to increase success in college and career pathways.</i>	<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>	<ul style="list-style-type: none"> • <u>Collaborate</u> bi-weekly in data teams to analyze and adjust instruction. • <u>Conduct</u> monthly data summits to discuss student progress and share best practices. 	PLC attendance Best Practices Forms TKES ratings 2 & 3	All Content Teachers, Academic Coach and Admin	Data Teaming Documents	Increase in the use of differentiation from one unit to the next Decrease in number of students consistently failing a unit/course	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>	<ul style="list-style-type: none"> • <u>Implement</u> and <u>utilize</u> the CTLS platform to assess student learning and adjust instruction to meet student needs. 	Data extracted from CTLS TKES ratings 4,5 and 6	All Content Teachers, Academic Coach and Admin	Data collection documents	More common assessment data	IP

	<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> • <u>Survey</u> teachers to prioritize Professional Development needs in the areas of technology, CTLS, Differentiation. • <u>Train</u> specific teachers for Math 180, Achieve 3000, and the implementation of Study Island. 	<p>TKES ratings for 4, 5, and 6</p>	<p>All Content Teachers, Admin And CCSD Personnel</p>	<p>Survey results, and CTLS</p>	<p>Increase in teacher buy-in for professional development planning</p> <p>Student growth evident from formative assessments to summative</p> <p>6 sections of math 180 were created for struggling learners</p>	<p>IP</p>
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	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • <u>Administer</u> SRI and Reading Counts school-wide every six weeks 3 times a year to assess student reading growth (August, January and March/ April) • <u>Administer</u> Level Set test through Achieve 3000 for Informational Text at the beginning of the school year. Text is adjusted based on student growth. • <u>Identify</u> and <u>assign</u> students in Read 180 classes for additional reading support. 	<p>SRI data</p> <p>Achieve 3000 levels</p> <p>Read 180 data</p> <p>Student Lexile Scores</p>	<p>All Content Teachers, Academic Coach and Admin</p>	<p>R180 Systems 44 Reading Counts Level Sets</p>	<p>Students growth in understanding informational text across all contents</p> <p>Continued use of Study Island</p> <p>SRI test were administered 3 times in the school year to identify struggling students</p> <p>80 students participated during S1 and 25% of those graduated from the program by the end of S1 Combined Proficient and Advanced growth per grade-level: 8th from 50% to 64%, 7th from 40% to 52 % and 6th from 27 % to 41%</p>	<p>IP</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>	<ul style="list-style-type: none"> • <u>Identify</u> and <u>assign</u> students in Math 180 classes for additional math support • <u>Identify</u> students struggling in math for extended instruction 	<p>Monitor student progress (math)</p> <p>Program Data</p> <p>TKES 2 & 4</p>	<p>Math Teachers, Math Coordinator, Admin, And Academic Coach</p>	<p>Software Programs</p>	<p>60 students were identified and placed in Math 180 for the entire school year</p> <p>Struggling students were identified and offered extended learning opportunities</p>	
	<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • <u>Provide</u> interventions and support to students who are failing, on RTI, or retention candidates • <u>Implement</u> articulation meetings for 5th and 8th grade students work • <u>Identify</u> students for extended instruction (After the Bell) 	<p>RTI data</p> <p>Attendance at Articulation Meetings</p> <p>After the Bell</p> <p>Attendance Reports</p> <p>TIP Log</p>	<p>All Content Teachers, Counselors, Admin, Coach and Feeder Schools</p>	<p>Refresh Opportunities (1x per unit minimum) After the Bell tutoring RTI</p>	<p>25 students were involved in the RTI process: 10 on Tier 2 and 15 on Tier 3</p> <p>Articulation meetings were held 5 times throughout the year: 3 times at our feeder schools and twice at Tapp</p> <p>After the Bell ran from October through March (60 students were invited)</p>	<p>M</p>

	<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • <u>Communicate</u> attendance expectations to all stakeholders • <u>Conduct</u> parent student meetings • <u>Continue</u> TIP program 	Attendance Records, Daily Attendance Reports	Counselors, Attendance Clerk, Admin, Teachers	Attendance Records	Back to School Night presentation Avg Daily Attendance: 96.8% The Social Worker along with the Truancy Coordinator facilitated 2 Parent Attendance meetings for students who missed 7 or more unexcused days TIP Panels 2 @ grade level (fall /spring)	M
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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> 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)	<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)	
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE²)	<ul style="list-style-type: none"> • <u>Implement</u> transitioning the Media Center to a CLC (Collaborative Learning Center) • <u>Complete</u> two PBL activities during the 2015-16 school year • <u>Develop</u> plans in spring for full implementation for 2016-2017 year 	Physical space changes and teacher/student, parent feedback	Media Specialist and Parapro	Funds Furniture	Foundation & PTSA will help raise funds to support CLC	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	

	<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</u> Read 180 class, System 44 and Math 180 Class/Math Connections support to identified students</p> <p><u>Provide</u> tutoring and extended learning opportunities</p> <p><u>Utilize</u> SSA to monitor SpEd data notebooks and SpEd students' academic performance</p> <p><u>Conduct</u> monthly Core Team Meetings to monitor students' attendance, behavior and content achievement (ABCs)</p> <p><u>Implement</u> TIPs and DIPs</p>	<p>SMI</p> <p>SRI data</p> <p>System 44 data</p> <p>RTI data</p> <p>Goalview Data</p>	<p>Teachers, Administration, Academic Coach, Social Worker, Counselors</p>	<p>Software/Technology</p> <p>Universal Screeners</p> <p>20 Day Funds</p>	<p>Increased Lexile levels</p> <p>SRI test were administered 3 times in the school year</p> <p>80 students participated during S1 and 25% of those graduated from the program by the end of S1</p> <p>System 44 students were removed from the program and placed in Read 180 due to growth</p> <p>60 students were identified and placed in Math 180 for the entire school year</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>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>PBIS <u>Implement</u> PBIS with fidelity</p> <p>Tapp PRIDE <u>Implement</u> Tapp PRIDE five times during the school year.</p>	<p>PBIS data</p> <p>Tapp PRIDE recognition list</p>	<p>Administration, Teachers, Partner in Education, Parent Facilitator, PTSA</p>	<p>PTSA Support</p> <p>Partners in Education Support</p>	<p>Opportunities to reward appropriate student behavior were used</p> <p>Five times throughout the year students were rewarded with Breakfast with the Mayor for exemplifying P.R.I.D.E character traits</p> <p>Student feedback (Principal's Advisory) to improve PBIS</p>	<p>IP</p>
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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>
<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
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	<u>Analyze</u> and <u>use</u> parent, student, and staff survey results to plan for the upcoming year (AdvED and Title I)	Survey Results	Admin, BLT,	District reports Title I Survey data	TBD	IP

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p><u>Conduct</u> “Coffee and Conversation” 4 times per year</p> <p><u>Collaborate</u> during 6 School Council Meetings throughout the year</p> <p><u>Collaborate</u> with PTSA and Foundation during executive board meetings.</p> <p><u>Conduct</u> a variety of Parent Workshops and Family Curriculum events throughout the year.</p> <ul style="list-style-type: none"> • Moving to the Middle • Testing 101 • Internet Safety • Math/Science Night • Literacy Night • Cultural Diversity Celebration 	<p>Feedback</p> <p>Volunteer sign-in rosters</p> <p>Attendance rosters at workshops and curriculum events</p>	<p>Principal, Parent Facilitator, Teachers, Academic Coach, Partners in Ed, PTSA, School Council Members</p>	<p>Light Refreshments (Title I/Local)</p> <p>Save the Date flyers</p> <p>Blackboard Connect</p> <p>School Data, budget, etc.</p>	<p>More parental input</p> <p>Revised uniform dress code</p> <p>Planned to increase parent involvement</p> <p>Increased involvement from other stakeholders</p> <p>Weekly dial-outs Monday Message to inform and keep parents abreast of school information and workshop sessions</p> <p>Still minimal participation</p> <p>Math & Science Night</p>	<p>M</p>
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							higher participation (students helped facilitate)	
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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)	Promote dual certification (gifted/ESOL/multiple content areas)	% with dual certifications	Administration	County Support	Attended job fair and offered content training	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)	See Professional Development Plan	Survey and TKES ratings for standards 5, 6 & 8	Administration and Teachers	County Support Title I Resources	Increased teacher collaboration through the use of CTLS and Data Summit meetings	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	

	<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p><u>Provide</u> specific feedback within the TKES platform to address areas needing growth</p> <p><u>Establish</u> clear expectations for the evaluation TKES standards among administrators.</p>	<p>Walkthroughs/ Formative Observations/ Formative Assessment</p> <p>Self-Reflections</p> <p>Admin Meetings</p>	<p>Principal, Admin and Teachers</p>	<p>TKES Platform</p> <p>CCSD Support</p> <p>Admin Meeting 8/24</p> <p>Admin Participation in TKES Pre-Eval Conference 8/26</p>	<p>Effective feedback was provided to teachers in a timely manner</p> <p>Administration will continue adding suggestions and examples to feedback</p>	
	<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

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 5 th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	75.0%	N/A	N/A
Lexile Levels 8 th grade (D.S.: CCRPI)	79%	74%	84%	Fall of 2015	N/A	85.8%	N/A
Lexile Levels 11 th grade (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
On-Track for Graduation	TBD	TBD	83.8	74.0	90.0%	88.0%	78.0%
Career Ready	85%	100%	100	100	93.6%	99.2%	55.0%
Advanced Academics	38.4%	28.9%	35.5%	30%%	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)	NA	NA	76.9%	64.2%*	89.0%	76.0%	73.0%
CCRPI Score	72.6%	81.9%	78.6%	79.2	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	48.2%	48.3%	53.5%	39.4%*	N/A	47.9%	N/A

Middle School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
Lexile Levels Middle Schools	Percent of students in grade 6, 7, 8 achieving a Lexile measure greater than or equal to the following on the EOG: grade 6: 917, grade 7: 984, grade 8: 1050	Students scoring a Lexile measure ≥ 917 (6th) ≥ 984 (7th) ≥ 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	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 7	Percentage of students in grade 7, scoring on-grade level in reading	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