

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 Priority Status:</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>	<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)	Present instructional strategies and engagement ideas during staff training with identified teachers leaders. Collect data on lexile levels to show growth due to the above mentioned.	TKES ratings	Administration	N/A	Lexile levels reported through SRI reports in grades K-5.	IP
	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)	Create and Use grade level formative assessments. Implement and review the above mentioned.	TKES ratings	Administration	N/A	Formative assessments reviewed during observations and used for final grades.	IP
	4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Differentiate staff development based on TKES weakness or personal goal-setting.	TKES ratings	Administration ALP teacher	N/A	PLC's designed and offered throughout the school year.	IP

	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue RTI and SPED strategies for those below grade level.</p> <p>Identify two students in each class “not showing potential” and show growth within lexile levels.</p>	SRI and DRA	Grade level teachers	N/A	RTI and 504 reports finalized. 4-5 students were identified; strategies and data (DRA) collected on each through data teams,	IP
	<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>Implement timed tests and skill & drill with computation.</p> <p>Protect a universal math time building-wide.</p> <p>Tutor under-achieving students in grades 3-5.</p>	Pre/post tests and Milestones	Grade level teachers	N/A	Pre/Post math assessment results and Milestone scores (still waiting on some).	IP
	<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process and additional year notification.</p>	RTI data	Counselors	N/A	RTI and additional year meetings held.	IP
	<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue the implementation and modification of STEM challenges.</p> <p>Support teacher collaboration.</p> <p>Strengthen vertical alignment with committees.</p>	<p>4C Rubrics</p> <p>Minutes from meetings</p> <p>Committees</p>	<p>Administration</p> <p>Grade level teachers</p> <p>Committees</p>	<p>N/A</p> <p>N/A</p>	<p>STEM certification achieved from state of GA and AdvancED.</p> <p>Collaboration held 3 times.</p> <p>Committees met 4 times.</p>	

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)					<u><i>Focus Priority Status:</i></u> 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)	1. Implement digital Classroom(s) 2. Create and implement the Innovative Learning Commons	Assessments and surveys given to students in the digital classroom and innovative learning commons	1. Dave Eichler & Tiffany DeMeester 2. Joanne Bates & Alexa Dean	District Technology Support	Digital classroom started and will continue. ILC designed and transformation started.	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	
	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)	1. Use 20-day funding for tutors 2. Use 20-day funding for tutors 3. Continue support of the Special Education and RTI interventions and protect their teaching time. 4. Read 180 (January)	1 & 2 Pre/Post tests and SRI/DRA scores 3. RTI data in CSIS & SPED data in Goalview	1 & 2 Kendall Keesling 3. Rebecca Grindstaff (COUNSELOR) & Ashley Renz (SPED LEAD)	1 & 2 20-day funds 3. TBD on individual needs	20-day money used for tutors. Read 180 started in Jan for small group SPED students.	IP
	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)	AC courses in 4 th Grade	N/A	N/A	N/A	N/A	

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	Obtain STEM State Certification	Science, math, technology grades	<p>Tricia Patterson (monitor)</p> <p>Classroom teachers</p>	Guidance from district leadership	State and AdvancEd STEM certification gained.	IP
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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><u>Focus Priority</u></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)	Status: NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	Parent Survey 70 Parent Responses 58 Personnel Responses	Survey results	CCSD	N/A	Met quota (plus some) for the survey.	IP
	Other: (Priorities specific to school, division, or area. Can be multiple.)	Meet with: School Council, Tritt Foundation, PTA	Comments/reviews throughout the year	Tricia Patterson & Kendall Keesling	N/A	PTA, TTF, School Council meetings attended; started STEAM strategic planning committee.	IP

	Use results of TKES and LKES to improve professional performance (IE ²)	Focus on standards in need of improvement on individual teachers. First Half of the Year completed, implemented staff development training for academically challenging environments.	TKES data	Tricia Patterson, Kendall Keesling & Ashley Renz	District support through Evaluation Office	Professional development identified for 2016-2017 as data collection and purposeful assessments.	IP
	Other: (Specific to school, division, or area. Can be more than one.)	Provide content and present STEM material for STEM Certification Promote programs in the teacher leader endorsement and gifted certification. Three teachers currently completing the program.	State rubric Completion of certifications	Tricia Patterson Tricia Patterson (to communicate to teachers)	Information from district officials	STEM certification gained. Two teachers completed TLE and two completed gifted endorsement.	IP

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)	94.3%	91.5%	99.4%	92.8%	75%	N/A	N/A
Lexile Levels 8 th 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)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
On-Track for Graduation	100%	100%	100%	100%	90%	88%	78%
Career Ready	100%	100%	100%	100%	93.6%	99.2%	55%
Advanced Academics	29.2%	33.5%	24.6%	38.1%	15%	40%	50%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A	4.47	4.46	89%	76%	73%
CCRPI Score	94.1	94.5	93	89.1	75.7	76	73
Iowa Reading Grade 3	95.7%	90%	90.7%	87.9%	75.7	80.0	77.7
Iowa Reading Grade 7	N/A	N/A	N/A	N/A	N/A	47.9%	N/A

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 ≥ 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	Enrollment in grade 5	Local School

		in grade 5		
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	Percentage 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