

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>	Key Actions: <i>(List as many actions as needed in each box.)</i>	Measured by: <i>(Formative and/or Summative)</i>	Owner(s):	Resources Needed:	Results Of Key Actions: <i>(Due June 15, 2016)</i>	NM =	IP = In Progress
Vary learning experiences to increase success in college and career pathways.	<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	N/A
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<ul style="list-style-type: none"> • Transfer school wide data analysis from data key team to Building Leadership Team (i.e. building leaders in position for follow-up accountability in making data-based instructional decisions). • Create grade level data walls. 	<p>BLT will monitor growth on formative and summative assessments as reported by teams each 9 weeks in reading and math as noted in BLT agendas and minutes.</p> <p>Grade level posters on each hallway and on digital monitor in front lobby.</p>	BLT				IP

	<p><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></p>	<ul style="list-style-type: none"> Require quarterly formative assessments to include test bank items. 	<p>Quarterly formative assessments</p>	<p>BLT</p>	<p>Training for using test bank items and continued training in effective data teams</p>		<p>IP</p>
	<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> Design monthly PD focused on DOK strategies and differentiation based on surveys. Utilize parent volunteers for grade level PD. Provide Gifted Endorsement Course at school for up to 25 staff members. 	<p>Professional Development schedule/calendar</p> <p>PVS Schedule/Calendar</p> <p>Each Thursday from 2:45-6:45 dedicated to course.</p>	<p>Admin Team</p> <p>Admin Team</p>	<p>Parent volunteers for PVS</p> <p>Metro RESA</p>		<p>IP</p>
	<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<ul style="list-style-type: none"> Create a watch list of students reading below grade level. Implement Readers Workshop model with fidelity. Tutoring Provided for watch list students. 	<p>List of students discussed in Core Team minutes</p> <p>TKES Walkthroughs</p> <p>Reading tutor assigned to each grade level with specific schedule.</p>	<p>Teacher Teams</p> <p>Admin Team</p> <p>Admin Team</p>	<p>20 day funds</p>		<p>IP</p>

	<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> • Create a watch list of students who are below grade level in Math. • Implement Math Workshop model with fidelity. • Tutoring Provided for watch list students. 	<p>List of students discussed at Core Team</p> <p>TKES Walkthroughs</p> <p>Math tutor assigned to each grade level with specific schedule.</p>	<p>Teacher Teams</p> <p>Admin Team</p> <p>Admin Team</p>	<p>20 day funds</p>		<p>IP</p>
	<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<ul style="list-style-type: none"> • Each quarter identify any students who are failing any content area and provide individualized remediation. 	<p>RTI and Core Team Minutes</p>	<p>Admin Team and Counselors</p>			<p>IP</p>

	<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p> <p>1. Maintain/Increase the number of students who exceed standards and make high growth.</p> <p>2. Increase differentiation based on the constructive use of data in reading and math</p>	<ul style="list-style-type: none"> Require STEM lessons Quarterly. Implement second STEM lab teacher in weekly rotations. Implement Test-taking after school FAST club. Devote grade level tutor to students not demonstrating academic growth. SSA to provide additional training to Special Education staff. Focused monitoring of student data for growth in key standards among all subgroups. Provide PD focused on ESOL strategies. 	<p>TKES Lesson plan checks</p> <p>Schedule</p> <p>Weekly FAST schedule</p> <p>Tutoring schedule</p> <p>Schedule of training</p> <p>BLT agenda and minutes</p> <p>PD schedule</p>	<p>Teacher Teams</p> <p>FAST Teachers</p> <p>Admin Team/Teacher Teams</p> <p>Admin Team</p> <p>BLT</p> <p>ESOL teacher</p>			IP
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Long Range Board Goal 2: ***Differentiate resources for students based on needs.***

Focus Area:	Focus Priorities: (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
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"> Implement Sunrise/Body Shop Convert Media Center into innovative learning commons 	Before School Daily Schedule Media Layout and Agenda SLO assessments	PE Teachers Media Specialist	Funding of Learning Commons and PE tracks by Foundation/PTA		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	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)	<ul style="list-style-type: none"> Implement SRI/SMI Universal screener to identify students below grade level/not on track for graduation. Provide tutoring for students below grade level in reading and/or Math based on watch lists created from data. 	SRI Pre/post schedule and data SMI Pre/post schedule and data Tutoring schedule	Admin Team/ Teacher Teams	20 day funds		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)	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>Focus</u> <u>Priority</u>
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Focus Area:	Focus Priorities: (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)	<ul style="list-style-type: none"> Survey parents, staff and students. 	Survey Results	Admin. Team CCSD	None		IP
	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> <p>3. Maintain and increase stakeholder satisfaction through stakeholder involvement in school decisions and programs.</p>	<ul style="list-style-type: none"> Survey parents of FAST programs to maintain satisfaction. Conduct SWOT analysis with stakeholder groups. Schedule parent meetings at varied times to allow for working parents to have input. Increase stakeholder groups who vet the SSP & Mission/Vision statements in addition to school council to include Foundation and PTA. Conduct Meetings to explain CCRPI and SSP to various parent groups from district personnel. 	Stakeholder Survey Results SWOT Analysis data School Calendar Agendas of PTA and FAST meetings Agendas and Minutes	Admin Team Admin Team District Personnel			IP

	Use results of TKES and LKES to improve professional performance (IE ²)	<ul style="list-style-type: none"> Review mid-year results after formative assessments with staff – where we need to focus. Review TKES/LKES survey results with staff. 	TKES and LKES documentation	Admin Team	None		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 5 th grade (D.S.: CCRPI)	92.7%	93.3%	95.1%	N/A	75.0%	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 11 th grade (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
On-Track for Graduation	N/A	99.5%	97.3%	98.6%	90.0%	88.0%	78.0%

Career Ready	N/A	100%	100%	99.1%	93.6%	99.2%	55.0%
Advanced Academics	25.7%	31.3%	30.6%	32.6%	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)	--	--	4.41	4.44	89.0%	76.0%	73.0%
CCRPI Score	94.8	96	95.6	N/A	75.7	80.0	77.7
Iowa Reading Grade 3	93.2%	85%	84.5%	82.1%	57.5%	N/A	N/A
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 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