

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> (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	
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	N/A
	2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	<ul style="list-style-type: none"> • Make instructional decisions based on student academic growth data. • Implement data teams at grade level and vertically across school to look for trends and make adjustments to instruction accordingly. • Collect data on Lexile scores using universal screener. 	Formative and summative assessments Data Team Minutes Data charts on t-drive Data from screener	BLT Teacher Teams			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>	<ul style="list-style-type: none"> • Use of CTLS test bank items in assessments. • Continue data team monitoring. 	Formative and summative assessments	Teacher Teams	<p>PVS training review for using test bank items and continued training in effective data teams</p> <p>Minutes of data team meetings</p>		IP
	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> • Continue monthly PD training focused on DOK strategies and differentiation based on surveys • Utilize PVS model for collaborative planning • Provide Gifted Endorsement Course at school for up to 25 staff members 	<p>Formative and summative assessments</p> <p>TKES Ratings</p> <p>Student Surveys</p>	<p>Admin Team</p> <p>Teacher Teams</p>	<p>Foundation/PTA/SFSD Funds for gifted training</p> <p>Parent volunteers for PVS</p> <p>Metro RESA</p>		IP
	<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> • RTI Monitoring • Watch list students monitored by admin. • Readers Workshop model • Tutoring Provided for watch list students 	<p>Formative and summative assessments</p> <p>Universal Screener</p> <p>DRA</p>	<p>Teacher Teams</p> <p>Admin Team</p> <p>Counselors</p>	<p>RTI Training</p> <p>Universal Screener Training</p> <p>20 day funds</p>		IP

	<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"> • RTI Monitoring • Watch list students monitored by admin. • Number Talks implemented daily • Math Workshop model • Tutoring Provided for watch list students 	<p>Formative and summative assessments</p> <p>Universal Screener</p>	<p>Teacher Teams</p> <p>Admin Team</p> <p>Counselors</p>	<p>RTI Training</p> <p>Universal Screener Training</p> <p>20 day funds</p>		<p>IP</p>
	<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • Continue data team monitoring • RTI monitoring • Maintain fidelity to EIP models 	<p>Synergy gradebook</p> <p>RTI Data</p> <p>Formative and Summative Assessments</p>	<p>Teacher Teams</p> <p>Counselors</p>	<p>RTI Training</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"> • Collaborative planning focused on increasing Levels Three and Four Depth of Knowledge activities with an emphasis on hands-on activities with real world applications using the learning gardens, the Imagination Station, the STEM lab, and service learning projects. • DOK & Differentiated Strategies PD monthly through PVS • STEM lessons required quarterly • Two STEM lab teachers in weekly rotations for students • Gifted Certification Training in our building • Implement New Teacher Mentoring program • SSA position to provide additional training to Special Education staff and RTI to general education staff • Data teams monitoring student data for growth in key standards with SLO assessments • Readers Workshop model • Math Workshop model • Implement HET model providing for focus on learning styles and multiple intelligences 	<p>Summative and Formative Assessments</p> <p>SLO Assessments</p> <p>GA Milestones/GAA</p> <p>TKES ratings</p> <p>Universal Screeners</p> <p>TKES ratings</p> <p>DRA</p> <p>Universal Screeners</p> <p>SLO Assessments</p> <p>Milestones/GAA</p> <p>Data Charts</p>	<p>Teacher Teams</p> <p>Teacher Teams</p> <p>Admin Team</p> <p>Teacher Teams</p> <p>Admin Team</p>	<p>Universal Screener Training</p> <p>Foundation/PTA volunteers to assist with supplies, teacher coverage, and additional gardening</p> <p>Metro RESA</p> <p>Universal Screener Training</p> <p>ESOL Can-Do Descriptors</p>		IP
--	--	--	---	--	---	--	----

		<ul style="list-style-type: none"> • Increased use of project-based, authentic lessons • Watch list monitored by admin as well as teacher teams • PD focused on ESOL strategies • Gifted Endorsement Training 					
--	--	---	--	--	--	--	--

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. (IE ²)	<ul style="list-style-type: none"> • Sunrise/Body Shop • Highly Effective Teaching Model • Two STEM Lab classrooms • Recognized ASCA Model Program • Grade Level Service Projects • Garden/Orchard integration • Create and implement the innovative learning commons 	Formative and Summative Assessments GA Milestones/GAA SLO assessments Student Surveys Parent Surveys	Teacher Teams Counselor Team Media Specialist PE Coaches	PTA/Foundation assistance with gardens & orchards Continued 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)	1. Tutoring 2. EIP reduced class 3. RTI monitoring 4. SSA position added	Formative and Summative Assessments Universal Screeners DRA RTI Data Special Ed Data from Goalview	Teacher Teams Admin Team Counselors	20 day funds for tutors		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><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)	<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)	

<p>Develop stakeholder involvement to promote student success.</p>	<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> • Survey parents, staff and students • Data posted on walls and on digital monitor 	<p>Survey Results</p>	<p>Admin. Team CCSD</p>	<p>None</p>		<p>IP</p>
	<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"> • Parent surveys of FAST programs to maintain satisfaction. • SWOT analysis by stakeholder groups • Targeted invitations to groups of parents at risk of being marginalized for school council members • Meetings scheduled 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 • Meetings to explain CCRPI and SSP to various parent groups with data sharing 	<p>Stakeholder Survey Results</p>	<p>Admin Team</p>	<p>CCRPI trainings for stakeholders</p>		<p>IP</p>

	Use results of TKES and LKES to improve professional performance (IE ²)	<ul style="list-style-type: none"> • Mid-Year Review of results after formative assessments with staff – where we need to focus • Review of survey results with staff 	TKES and LKES ratings	Admin Team BLT	None		IP
	<i>Other:</i> (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)	92.8%	93.4%	95.1%	N/A	75%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	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	N/A	93.5%	93%	100%	90%	88%	78%
Career Ready	N/A	100%	100%	100%	95%	92%	55%
Advanced Academics	N/A	18.1%	26.4%	22.9%	15%	40%	50%

Stakeholder Satisfaction (Annual AdvancED Survey)	91.8%	93%	95%	N/A	89%	76%	73%
CCRPI Score	94.8	96	95.6	N/A	73	81	76
Iowa Reading Grade 3	82%	84.5%	82.1%	80%	69%	N/A	N/A
Iowa Reading Grade 7	N/A	N/A	N/A	N/A	N/A	60%	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