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)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
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)	
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)**	• Utilize individual student data sheets	Data sheet artifacts (formative every 4 wks., summative every 9 wks.)	School Leadership Team

KES classroom teachers and Student Support Staff

Data Key Team | Data sheet(s) | · Data analysis informed instruction monitored student progress | IP |
| | | • Utilize classroom data sheets | | | | · Identified strengths/ weaknesses across grade levels. | IP |
| | | • Conduct monthly collaborative data meetings with "Compelling Conversation" guidelines to drill down data | Guidelines/ reflection sheet

Data team minutes | School Administration | "Compelling Conversation Guidelines"

Collaboration Time | · Met with grade level teams | 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)	• Team collaboration to create formative assessments using iRespond	iRespond Formative Assessments	Teachers	Collaboration and iRespond program	· Collaboration occurred to begin implementation	IP
		• Develop "Compelling Conversation" guidelines to facilitate data-driven reflection and planning at monthly collaborative meetings	"Compelling Conversation Guidelines Lesson Plans	KES classroom teachers and Student Support Staff School Administration	"Compelling Conversation Guidelines"	· Working document on data guidelines and how to support student growth	IP

4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	• Apply both vertical and horizontal content training for total school alignment.	Pre/Post survey data	School Leadership Team	Surveys	· Professional Learning Communities (PLC) were formed based on teacher survey.	IP
	• Focused Professional learning on the teaching and learning of reading.	Teacher observation of strategies used in classrooms	Admin and Teachers	The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers and The Literacy Teacher's Playbook (35 copies)	· Professional Development provided to teachers by county and local teacher leaders.	IP
	• Collect and analyze reading data through The Literacy Teacher's Playbook and The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers book studies	Student Data/Growth	Teachers		· Use of strategy book supported formative assessment. Provided data to inform instruction.	IP
	• Observe, monitor and revise teacher practice through continued use of Marzano's Instructional Rounds.			Funding for subs for collaboration /observation ($69 x 31 teachers= $2139)	· Implemented based on teacher needs	IP
	• Analyze student work during reflective conversations to determine the effect of teaching practices on student achievement.				· Work analyzed through team collaboration	IP

5. Increase percentage of students reading on grade level. *(S)* *(Based on CCRPI 2014 Reading Scores)*	• Utilize CCSD universal screener	Universal Screener data results	KES classroom teachers	Technology	· SRI and SMI implemented twice a year.	IP
	• Disaggregate SLO data to determine specific instructional needs of learners	SLO Pre-Post data results	Student support teachers (EIP, ELL, Reading Recovery)	CTLS	· Close look at standards and the instructional delivery. <u>SLO Reading data:</u> K- 34% gain-85% post-test 1st- 22% gain-63% post-test 2nd-29% gain-79% post-test	IP
	• Implement monthly themed school wide literacy events		Media Specialist and Counselor		· Literacy Night, Reading Camp, Dr. Seuss Week, KSU basketball players reading	IP
	• Utilize Reading Recovery intervention	Reading Recovery	Reading Recovery Teachers	Funded by i3 grant	· 17 students served in Reading Recovery this school year.	IP
	• Create EIP innovative push in and reduced class sized models for focused reading instruction		EIP Teachers		· Supported students based on needs	IP
	• Create and implement ELL innovative instructional model		ELL Teachers		· After meeting with EL dept., model to be revised.	IP

	6. Increase percentage of student performance in math/algebra at every grade level. *(S)* (Based on CCRPI ES-MS Math & HS Algebra Scores)	• Adhere to a consistent commitment to build mental math and computation strategies through Parrish's <u>Number Talks: Helping Children Build Mental Math and Computation Strategies</u>	Lesson plans Student work samples	KES Classroom teachers Cobb Co. PL math consultant	Number Talks training and refresher training	· PL math consultant trained teachers on Number Talks. Evident during Walk-Throughs	IP
		• Implement Math Workshop model and Guided Math Instruction.	Walk-Throughs	Admin	Workshop guidelines for math	· Teachers implemented workshop models	IP
		• Utilize Global Strategy Stage (GLOSS) to determine math stage information	GLOSS data sheet	Admin	GLOSS materials	· Use of math data to inform instruction	IP
	7. Increase number of students academically completing every grade.*(S)*	• Facilitate Summer Bridge camp to increase school success by acclimating students to routines, procedures, and academic rigor of KES.	Kindergarten readiness assessments GKIDS KES Classroom Teachers	Administration	Summer Bridge Grant	· Summer Bridge Camp implemented. Based on Quarter 1 Reading Data for Kindergarten: 21% above 54% on 25% below	IP
		• Provide Summer enrichment tutoring	KES Teachers	KES Classroom teachers	20 Day Funding	· Implemented for below grade level students	IP
		• Provide Year-long school day tutoring program	Tutors	KES Counselors	20 Day Funding	· Tutoring provided for students from October to May.	IP

	8. Other: *(Priorities specific to school, division, or area. Can be multiple.)*	• Utilize Collaborative Talent Development Model to support advanced learners in the regular classroom	ALP Teacher			· ALP teacher collaborated with identified teachers in order to enhance student engagement and achievement for grades K and 1.	IP

Long Range Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Areas and Priorities 2016-2019		**2015-16 Aligned Actions and Measurements (Due June 30, 2015)**					*Focus Priority* **Status:** NM = Not Met
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)	IP = In Progress M = Met

Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. **(IE²)**	• Innovate ELL and EIP models of instruction	SLO Pre-Post data results	EIP and ELL support staff		· ELL data improved. A higher percentage of EL students exited.	IP
		• Arts Integration (AI) IE2		Cohort 1 (6 Teachers)	AI Training	· AI Team implemented AI lessons.	IP
		• Tutoring for first and second grade students to remediate and accelerate progress in reading and phonics.	Reading growth measured by DRA, RR, SRI, SLO	Tutors		· Tutoring implemented. Student Growth made in reading	IP
		• Implement Reading Recovery funded by I³ grant.	Reading Recovery Data Report of Students Successfully Discontinuing Lessons	Reading Recovery Teachers		· 17 students served through Reading Recovery	IP
		• Purchase Reading A to Z for all teachers and students		Admin.	Cell Tower Grant for Reading A to Z license	· Purchased and used to support student literacy.	IP
		• Plan, Organize and Utilize Leveled Book Room		Admin	Local School Purchase (Funds)	· Set up leveled book room. Purchased books	IP

		• Implement Workshop Model	Walk through observations	Admin	No funds needed	· Workshop models implemented in ELA and math	IP
		• Implement Units of Study Writing	Walk through observations	Admin	Local School funds used to purchase additional kits	· Units of Study Writing implemented and training offered at local school	IP
		• Support learners through Response to Intervention(RTI)	RTI data meetings monthly	Counselors and Admin	No funds needed	· Collaboration during planning	IP
		• Assess phonemic awareness through "Fundations" structured language program	Data and IEP goals	Special Ed. Teachers	Fundations Program	· Implemented and supported student growth and IEP goals	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**	

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) Reading Recovery	Reading Recovery Data	Reading Recovery teachers	i3 Grant	· 8 w/ complete program. Of 8, 3 discontinued at/above gr. level.	IP
	• (1) Tutoring for first and second grade students	Pre and Post SLO Data and DRA data	Tutors	20-Day Funds	· 60 students served. Of 60, -4 moved before EOY. -8 moved 1-2 levels -20 moved 3 levels -19 moved 4 levels -8 moved 5 levels	IP
	• N/A for Elementary (2 and 3)					
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.*

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
Focus Area:	Focus Priorities: (Based on priorities identified by IE², 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)**	• Collaborate with School Council collaborative meetings once a quarter	Meeting minutes	Admin. and Council Members	N/A	· Review of SSP, School Initiatives, and Data. Combined School Council with BSIS split for 16-17 yr.	IP
		• Participate in the Foundation with parents and community members		Admin. and Foundation Members	Fundraiser for schools	· Spring Into 5K run, Kennesaw/ Big Shanty Foundation	IP
		• Continue relationships with Partners in Education		KES Staff	N/A	· KBA, Kennesaw First Baptist, NorthStar Church, Home Depot, Life Martial Arts, Zoyo Yogurt, NCG donations	IP

Other: (Priorities specific to school, division, or area. Can be multiple.)	• Create "Media Parents" team to support Kindergarten learners with media	Sign-up sheets	KES Media Specialist	N/A	· Parent Volunteers increased	IP
	• Create Staff and Student attendance incentive program	Attendance records	Admin. and Counselors	Incentives for attendance	· <u>Staff</u>-Early out/ Jeans Passes, Starbucks gift cards. <u>Students</u>-Award's Day and coupons	IP
	• Partnership with Alliance Theatre for in-house residency for gifted learners		Admin and ALP Teacher	Funding by Alliance Theater	· ALP students created curriculum for Alliance Theater	IP
	• Conduct quarterly "Coffee Talk" Meetings for parents	Sign-Up sheets	Admin	Refreshments, Presenters, Resources	· Behavior Support, Homework Sessions	IP

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

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					*Focus Priority Status:* NM = Not Met IP = In Progress M = Met
Focus Area:	Focus Priorities: (Based on priorities identified by IE², 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)	
Recruit, hire…	Seek and hire teachers who meet the qualifications for a highly effective teacher. **(IE²)**	• Construct an Interview Committee • Attend local and university Job Fairs	Number of highly qualified teachers hired	Teacher Leadership Team Admin	STAR (CCSD Homepage)	· Hiring Teachers · Teachers on Cobb Recruiting Team	IP 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	Support local school teachers and leaders to improve retention rate. **(IE²) (S)**	N/A	N/A	N/A	N/A	N/A	

employees for highest levels of excellence.	Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. **(AD)**	• Create and facilitate Teacher Mentor Program based on <u>Enhancing Professional Practice: A Framework for Teaching</u> by Charlotte Danielson	Survey of needs	SLI, Teacher Leaders and Admin	Variety of Resources needed to support areas of need	· New Teacher Mentor Program implemented. PL to support teachers with Units of Study Writing and Guided Reading	IP
		• Create and engage staff through Kennesaw Elementary University (Differentiated PLCs)	Attendance documentation	Admin and Teacher Leaders	Cobb Co. TTIS, Teachers Leaders and Support Materials	· Training to support teachers in Reading, Math and Technology.	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)**	• Highlight professional expertise through a "KES University Expert Wall"	Expert wall artifact	Teacher Leaders		· EDTalks replaced Expert Wall. Best Practices Shared	IP
	Other: (Specific to school, division, or area. Can be more than one.)	• Recognize teachers through established Pinterest themed accolade	Pinterest artifacts	Professional Learning Key Team		· EDTalks replaced Pinterest Artifacts. Best Practices Shared	IP
		• Create KES "ED Talks" by teachers to share passions, ideas and journeys	ED Talk Videos	KES Classroom Teachers Teacher Leaders		· Best practices shared during collaboration and staff meetings	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/	N/A	N/A	N/A	78.2%
5-Year Graduation Rate (D.S: CCRPI)					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	N/A	N/A	N/A	N/A	N/A	85.8%	N/A

Indicator	1	2	3	4	5	6	7
(D.S.: CCRPI)							
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					90%	88%	78%
Career Ready					93.6%	99.2%	55.0%
Advanced Academics					**15%**	**40%**	**50%**
Stakeholder Satisfaction (Annual AdvancED Survey)				88%	89%	76%	73%
CCRPI Score			90.7		75.7	80.0	77.7
Iowa Reading Grade 3			N/A	N/A	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 grade 5** achieving a Lexile measure greater than or equal to the following on the **EOG Grade 5: 850**	Students scoring a Lexile measure ≥ 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)	Unduplicated count of 5th grade students passing courses in four core content areas (ELA, Math, Science, Social Studies)	Enrollment in grade 5	Data extracted from Synergy Gradebook
Career	Percent of students completing a Career	Number of students	Enrollment in grade 5	Local School

Ready	Portfolio in grade 5	completing a Career Portfolio 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	Percent of students in grade 3, scoring on-grade level in reading **(On-grade level = 3.1 or above)**	Number of 3rd grade students scoring on-grading in reading	Number of 3rd 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