

## 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><br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD) | <u>Key Actions:</u><br>(List as many actions as needed in each box.)   | <u>Measured by:</u><br>(Formative and/or Summative) | <u>Owner(s):</u> | <u>Resources Needed:</u>                                 | <u>Results Of Key Actions:</u><br>(Due June 15, 2016)  | NM = Not Met<br>IP = In Progress<br>M = Met |
| <b>Vary learning experiences to increase success in college and career pathways.</b> | 1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>                 | N/A  | N/A   | N/A              | N/A  | N/A  | N/A   |
|  | 2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>  | Through professional development, implement instructional strategies for increased student engagement through the use of technology and engagement strategies learned through the Gifted Endorsement with Metro RESA | TKES ratings  | Administration   | TTIS and Funds from Foundation for Metro RESA instructor | *19 Teachers are engaged in gifted training and will continue to use strategies to reach all learners. (Ends Spring 2017).<br>*Touchstones training – teachers will continue to use data from assessments to help inform instructional decisions.<br>*Continued use of DRA progression, SLO Pre and post test scores | IP  |

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|  | <p>3. <i>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> | <p>Utilize CTLS in Special Education, RTI, and grade level data team meetings to create assessments, compile, access, and analyze data to plan for instruction</p> | <p>TKES ratings, SLO Assessments, local school assessments, Georgia Milestones Assessments, DRA, SRI, SMI</p> | <p>Administration, grade level teams – individual teachers</p> | <p>TTIS - CTLS training, collaboration time for data teams and planning including Super Specials and substitute teachers for ½ day planning sessions (funded by Foundation)</p> | <p>*All Teachers use CTLS to make pretests and formative assessments. (100% compliance)<br/>         *Teachers will continue use of CTLS for assessments and to plan instruction (ongoing) for all staff (100%)<br/>         *Teachers would like to improve data analysis as a team.<br/>         *RTI referrals</p> | <p>IP</p> |
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|  | <p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p> | <p>Active participation in and implementation of ongoing job embedded professional development: Orton Gillingham (summer training), technology training with our TTIS, Gifted Endorsement with Metro RESA</p> | <p>TKES ratings</p> | <p>Administration and grade level teams – individual teachers</p> | <p>Funds from Foundation for Metro RESA instructor, TTIS</p> | <p>*Teachers continue to participate in professional learning and would like to continue refreshment courses to keep consistent with practices.<br/>         * Admin will continue monitoring of strategy use through walks, lesson plans and attending team meetings.<br/>         *Teachers participated in Gifted Endorsement – ends Spring 2017.<br/>         *Implementation of strategies learned in OG<br/>         *Training needed on formative data collection strategies and use for instruction</p> | <p>IP</p> |
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|  | <p>5. Increase percentage of students reading on grade level. <b>(S)</b><br/> <i>(Based on CCRPI 2014 Reading Scores)</i></p>   | <p>Continue the use of RTI strategies and Specialized Instruction for Special Education students reading below grade level</p> <p>Extended Day Tutoring (grades 3-5)</p>   | <p>SLO Assessments, SRI, DRA, Daily 5/CAFÉ data, Georgia Milestones Assessments</p> | <p>Individual teachers</p> <p>Teacher tutors</p> | <p>Time for collaboration</p> <p>20 Day Funds</p> | <p>*Based on EOG scores, there were 9 students were Level 1.<br/> *SLO Results: (Averages)<br/> K – 82.9%<br/> 1 – 75.1%<br/> 2 – 88.6%<br/> 3 - 78.4%<br/> *We will continue to use assessments (DRA, SLO pre/post, Touchstones, SRI to guide instruction</p> | <p>IP</p> |
|  | <p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b><br/> <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p> | <p>Number talks, common formative assessments, and finding a balance between skill and drill and mental strategies and utilizing algorithms (especially for computation)</p> <p>Extended Day Tutoring (grades 3-5)</p> | <p>SLO Assessments, SMI, Daily 5 math data, Georgia Milestones Assessments</p>      | <p>Individual teachers</p> <p>Teacher tutors</p> | <p>Time for collaboration</p> <p>20 Day Funds</p> | <p>*According to EOG Scores only 3 students in the building were Level 1<br/> *Continue to use strategies, team-created summative assessments, SMI and disaggregate the data</p>   | <p>M</p>  |

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|  | <i>7. Increase number of students academically completing every grade.(S)</i>                   | Mentoring programs for students identified with non-academic needs, differentiated instruction, RTI strategies and process, specialized instruction for Special Education students | Counseling agreement plan, SRI, DRA, SMI, SLO, local school assessments, report card grades, number of students retained, RTI data | Counselors, individual teachers, administration | Time for teacher collaboration and planning | No students were retained for 2015-2016 in any grade level.<br><br>TR has a mentoring program with Cobb EMC that helps support students emotional well-being and helps keep them on track in school. | M |
|  | <b>8. Other:</b><br><i>(Priorities specific to school, division, or area. Can be multiple.)</i> |  |  |   |   |  |   |

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

| <b><i>District Focus Areas and Priorities 2016-2019</i></b> |   | <b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>         |  |                         |                                 |  | <b><u>Focus Priority</u></b><br><b>Status:</b><br>NM = Not Met<br>IP = In Progress<br>M = Met |
|---|---|---|--|-------------------------|---------------------------------|--|---|
| <b><u>Focus Area:</u></b>                                   | <b><u>Focus Priorities:</u></b><br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD) | <b><u>Key Actions:</u></b><br>(List as many actions as needed in each box.) | <b><u>Measured by:</u></b><br>(Formative and/or Summative) | <b><u>Owner(s):</u></b> | <b><u>Resources Needed:</u></b> | <b><u>Results Of Key Actions:</u></b><br>(Due June 15, 2016) |   |

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| <b>Differentiate resources for students based on needs.</b> | Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>                           | N/A | N/A | N/A | N/A | N/A |  |
|   | Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b> | N/A | N/A | N/A | N/A | N/A |  |

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|  | <p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol> | <p>Tutoring (Extended Day with 20 Day Funds)<br/> EIP instruction<br/> Differentiated instruction<br/> RTI Strategies</p> | <p>Pre/Post tests (local school assessments and SLO), SRI, DRA, SMI, Georgia Milestone Assessments, IOWA Lexile results</p> | <p>Administration, individual teachers, counselors</p> | <p>CTLS training (TTIS), 20 Day Funds, time for collaboration and planning</p> | <p>*RTI – we keep data and help students stay on track. Extensive data is stored in CSIS.<br/> *Students have benefited from tutoring and EIP instruction.<br/> *Use of Daily 5 in K-2 has supported reading instruction and provides time for teachers to work with students on areas of need.<br/> *Increasing DRA levels (off all students K-5; 94% of all students DRA scores increased); students whose DRA scores did not increase are receiving support through RTI or were staff in to Special Ed.</p> | <p>IP</p> |
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|  | 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. <b>(AD)</b> | N/A | N/A | N/A | N/A | N/A |  |
|  | <b>Other:</b><br>(Priorities specific to school, division, or area. Can be multiple.)  |     |     |     |     |     |  |



Long Range Board Goal 3: *Develop stakeholder involvement to promote student success.*

| <p><i>District Focus Areas and Priorities 2016-2019</i></p> <p><u>Focus Area:</u></p> <p><u>Focus Priorities:</u><br/>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p> |  | <p><b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b></p> <p><b>Key Actions:</b><br/>(List as many actions as needed in each box.)</p> <p><b>Measured by:</b><br/>(Formative and/or Summative)</p> <p><b>Owner(s):</b></p> <p><b>Resources Needed:</b></p> <p><b>Results of Key Actions:</b><br/>(Due June 15, 2016)</p> |  |  |  |  | <p><u>Focus Priority</u></p> <p><b>Status:</b><br/>NM = Not Met<br/>IP = In Progress<br/>M = Met</p> |
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| <p><b>Develop stakeholder involvement to promote student success.</b></p> | <p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p> | <p>Use AdvancED parent surveys to identify areas for improvement and implement necessary actions, seek input from School Council, PTA, and Foundation</p> | <p>AdvancED surveys and administration</p> | <p>Administration</p> | <p>*We have an active PTA, School Council and Foundation that meets with us monthly and they provide feedback and stay informed about school matters.<br/>         *Teachers hold regular parent conference to help make instructional decisions for students.<br/>         *The school requests feedback from parents during conference week. That data is compiled, typed and shared with staff at a staff meeting.</p> | <p>IP</p> |
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|  | <b>Other:</b><br>(Priorities specific to school, division, or area. Can be multiple.) |  |  |  |  |  |  |
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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)  |   |                  |   |  | <u>Focus Priority Status:</u><br>NM = Not Met<br>IP = In Progress<br>M = Met |
|--|---|---|---|------------------|---|--|--|
| <u>Focus Area:</u>                                   | <u>Focus Priorities:</u><br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)                                  | <u>Key Actions:</u><br>(List as many actions as needed in each box.)  | <u>Measured by:</u><br>(Formative and/or Summative) | <u>Owner(s):</u> | <u>Resources Needed:</u>  | <u>Results of Key Actions:</u><br>(Due June 15, 2016)  |  |
| <b>Recruit, hire...</b>                              | Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )   | Continue to implement consistent and rigorous screening and interview process, support new teachers with in-house 'new teacher' meetings, aid teachers in gaining additional certifications | TKES and staff retention rates                      | Administration   | Job fairs, competitive recruitment practices, continued early allotment process | *We hire highly effective teachers and screenings are done on each applicant prior to interviews or hiring. *SLO and Milestone Scores are indicators for highly effective teachers | N/A  |
|  | 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. (IE <sup>2</sup> ) | N/A   | N/A   | N/A              | N/A   | N/A  |  |

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| <b>Support and retain employees for highest levels of excellence.</b> | Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>  | 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. <b>(AD)</b> | Provide continuous job embedded professional learning and coaching, new teacher induction and mentoring, teacher collaboration | TKES, CTLS data supporting student progress | Administration, mentors/mentees, teacher leaders | Time, processes for collaboration and common scoring of student work; PTA and Foundation support | *Teacher mentors are assigned to new and new to Timber Ridge staff. Meetings are held to keep new teachers informed about TR practices and events.<br>*Teachers are trained either in the Gifted endorsement or on technology. They are also given release time for planning assessments and lessons. | IP |
|   | Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .  | N/A  | N/A   | N/A  | N/A  | N/A   |    |

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|  | <p>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>    | <p>Mid-year conferences to plan professional learning, Walk-through data used to provide targeted feedback.<br/>Implementation of PLP when needed</p> | <p>TKES</p> | <p>Administration</p> | <p>TKES Electronic Platform, Time</p> | <p>*Professional learning is planned based on TKES results<br/>*Grades 3-5 teachers use survey results to inform instructional practices<br/>*Administration provides meaningful feedback to teachers about instructional practices within the platform.<br/>*TKES ratings</p> | <p>M</p> |
|  | <p><b>Other:</b><br/>(Specific to school, division, or area.<br/>Can be more than one.)</p> |   |             |                       |                                       |  |          |

# Key Trend Data

| Indicator   | 2012  | 2013  | 2014  | 2015  | 2014 District Mean |        |       |
|---|-------|-------|-------|-------|--------------------|--------|-------|
|   |       |       |       |       | Elem.              | Middle | High  |
| <b>4-Year Graduation Rate</b><br>(Data Source: CCRPI)       | N/A   | N/A   | N/    | N/A   | N/A                | N/A    | 78.2% |
| <b>5-Year Graduation Rate</b><br>(D.S: CCRPI)               | N/A   | N/A   | N/A   | N/A   | N/A                | N/A    | 78.8% |
| <b>Lexile Levels 5<sup>th</sup> grade</b><br>(D.S.: CCRPI)  | 95.4% | 96.3% | 96.2% | N/A   | 75.0%              | N/A    | N/A   |
| <b>Lexile Levels 8<sup>th</sup> grade</b><br>(D.S.: CCRPI)  | N/A   | N/A   | N/A   | N/A   | N/A                | 85.8%  | N/A   |
| <b>Lexile Levels 11<sup>th</sup> grade</b><br>(D.S: CCRPI)  | N/A   | N/A   | N/A   | N/A   | N/A                | N/A    | 56.4% |
| <b>On-Track for Graduation</b>                              | 100%  | 100%  | 100%  | 100%  | 90.0%              | 88.0%  | 78.0% |
| <b>Career Ready</b>   | N/A   | 100%  | 100%  | 100%  | 93.6%              | 99.2%  | 55.0% |
| <b>Advanced Academics</b>                                   | N/A   | N/A   | N/A   | 23.6% | 15.0%              | 40.0%  | 50.0% |
| <b>Stakeholder Satisfaction</b><br>(Annual AdvancED Survey) | 95.6% | 91.2% | 89.1% | N/A   | 89.0%              | 76.0%  | 73.0% |
| <b>CCRPI Score</b>  | 95.7% | 95.1% | 94.9% | N/A   | 75.7               | 80.0   | 77.7  |
| <b>Iowa Reading Grade 3</b>                                 | 88.7% | 91.8% | 92.2% | 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  |
|---|--|--|---|---|
| <b>Lexile Levels Elementary Schools</b>           | Percent of students <b>in grade 5</b> achieving a Lexile measure greater than or equal to the following on the <b>EOG Grade 5: 850</b> | Students scoring a Lexile measure $\geq 850$ (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. |
| <b>On-Track for Graduation</b>                    | 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   |
| <b>Career Ready</b>                               | 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  |
| <b>Advanced Academics</b>                         | 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%  |
| <b>Stakeholder Satisfaction (AdvancED Survey)</b> | <b>Percent of</b> 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               |
| <b>Iowa Reading Grade 3</b>                       | Percent of students in grade 3, scoring on-grade level in reading ( <b>On-grade level = 3.1 or above</b> )                             | Number of 3 <sup>rd</sup> grade students scoring on-grading in reading   | Number of 3 <sup>rd</sup> grade students with a valid test score in reading | Riverside Data Manager  |
| <b>CCRPI</b>                                      | State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements                  | NA   | NA  | Georgia DOE   |

