

## 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><u>Focus Priority Status:</u></i>
<i><u>Focus Area:</u></i>	<i><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
<b><i>Vary learning experiences to increase success</i></b>	<b><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></b>	N/A	N/A	N/A	N/A	N/A	N/A

<b><i>in college and career pathways.</i></b>	<b><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></b>	<p>Maintain a fully operational data team.</p> <p>Implement “Super Specials” each month to provide time for teacher collaboration.</p> <p>Closely monitor student reading and math progress (reading lexile levels and math pre/post test data every 9 weeks).</p>	<p>TKES ratings</p> <p>Local electronic data tracker</p> <p>Monthly collaboration documentation template</p> <p>County developed universal screener</p>	Administration and teachers	N/A	<p>Had consistent, monthly Data Team Leader meetings. Reviewed data and planned next steps. Grade level data teams met weekly to discuss current data and adjust lessons. Teams created goals and most goals were met. Monthly Super Specials provided collaboration time and TTIS introduced the staff to CTLS by providing 3 training sessions.</p>	IN PROGRESS
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	<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>	<p>Curriculum and Instruction design team to develop common assessments for reading, writing, and math each 9 weeks</p> <p>Data team to monitor progress of high and low achieving students</p>	<p>TKES ratings</p> <p>Common assessments</p>	<p>Administration</p> <p>Teachers</p>	N/A	<p>C and I team did not do this, however, grade level teams did this in Super Specials collaboration time. Weekly grade level meetings held to plan and monitor progress of students.</p>	IN PROGRESS
	<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>All staff participate in monthly professional development in math or technology based on TKES weakness or personal goal-setting.</p>	<p>TKES ratings</p>	<p>Administration</p> <p>Teachers</p> <p>CCSD TTIS</p>	N/A	<p>All teachers attended monthly PL and new learning was utilized in the classrooms.</p>	MET

	<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Use guided reading groups based on skill and level.</p> <p>Utilize Kdg paras in 1<sup>st</sup> grade reading block</p> <p>Utilize Specialists for reading and/or math instruction in EIP Reduced Class during open specials block</p> <p>1<sup>st</sup> – 5<sup>th</sup> grade students use Study Island</p> <p>Increase instructional time for reading block to 120 minutes</p> <p>Provide extended day tutoring and/or Saturday School</p> <p>Continue RTI strategies for students below grade level.</p>	<p>SRI and DRA</p> <p>IOWA 3<sup>rd</sup> grade</p> <p>IOWA 5<sup>th</sup> grade</p> <p>EOG</p>	Teachers	A phonics program (like Foundations or Open Court)	<p>3<sup>rd</sup> grade IOWA Composite scores (students scoring at or above the 50<sup>th</sup>ile) showed an increase of 3% from 2015 to 2016 while 5<sup>th</sup> grade showed a decrease of 4% from 2015 to 2016.</p> <p>Based on <b>K</b> scores of the FRA, 46% scored within the 42-82 range at the end of the year. They showed a gain of 5% in the 70 and above as well as a reduction of 49% scoring below 40. The remaining scores are based upon SRI results. <b>1<sup>st</sup> grade</b> showed a 9% gain in</p>	IN PROGRESS
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						<p>students scoring at the 450 or above Lexile range and a reduction of 24% for students scoring below 350.</p> <p>2<sup>nd</sup> grade showed a 32% gain in students scoring at the 550 or above Lexile range and a reduction of 32% for students scoring below 450.</p> <p>3<sup>rd</sup> grade showed a 17% gain in students scoring at the 650 or above Lexile range and a reduction of 16% for students scoring below 550.</p> <p>4<sup>th</sup> grade showed a 23% gain in students scoring at the 750 or above Lexile range</p>	
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						<p>and a reduction of 12% for students scoring below the 650 Lexile range.</p> <p>5<sup>th</sup> grade showed a 17% gain in students scoring at the 850 or above Lexile range and a reduction of 18% for students scoring below the 750 Lexile range.</p> <p>Milestones results:</p> <p><u>3<sup>rd</sup> grade</u> – 19 students (19%) in Achievement Level 1</p> <p><u>4<sup>th</sup> grade</u> – 22 students (20%) in Achievement Level 1</p> <p><u>5<sup>th</sup> grade</u> – 18 students (13%) in Achievement Level 1</p> <p>35 third grade students</p>	
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						<p>participated in our Reading Extended Day Tutoring. Of these 35 students, 10 scored in Level 1.</p> <p>26 fourth grade students participated in our Reading Extended Day Tutoring. Of these 26 students, 13 scored in Level 1.</p> <p>39 fifth grade students participated in our Reading Extended Day Tutoring. Of these 39 students, 11 scored in Level 1.</p>	
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	<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Provide effective math instruction to include Guided Math</p> <p>K – 5<sup>th</sup> grade students to use “First in Math”</p> <p>Increase instructional time for math to 120 minutes</p> <p>Provide extended day tutoring and Saturday School</p>	<p>Math assessments pre/post each 9 weeks recorded on the data tracker</p> <p>On Course lesson plans</p> <p>TKES observations</p> <p>EOG</p>	Teachers	Cell tower funds to pay for On Course lesson plans	<p>Data trackers</p> <p>SMI scores from k-5 showed a 35% reduction of students scoring within “basic” and “below” levels. There was a 37% gain in the number of students who were scoring within the “proficient” and “advanced” levels.</p> <p>2016 Milestones results:  <u>3<sup>rd</sup> grade</u> – 11 students (11%) in Achievement Level 1  <u>4<sup>th</sup> grade</u> – 12 students (12%) in Achievement Level 1  <u>5<sup>th</sup> grade</u> – 21 students (16%) in Achievement Level 1</p>	IN PROGRESS
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						<p>Lewis was consistently in the top 5 schools in usage of the “First in Math” on line program this year. We finished the year in 2<sup>nd</sup> place in the District.</p> <p>31 fourth grade students participated in our Math Extended Day Tutoring. Of the 31 students who attended tutoring, 10 scored in Level 1.</p> <p>39 fifth grade students participated in our Math Extended Day Tutoring. Of the 39 students who attended tutoring, 13 scored in Level 1.</p>	
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	<i>7. Increase number of students academically completing every grade.(S)</i>	Provide effective instruction in all contents, all grades (specifically 2 <sup>nd</sup> grade reading, 4 <sup>th</sup> /5 <sup>th</sup> higher achieving students)  Continue RTI process	Data tracker  SLOs  EOG  RTI data	Teachers  Counselors	N/A	See 2016 Milestones results listed above.	IN PROGRESS
	<b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Improve student attendance  Strengthen community support via Partners In Education breakfast  Strengthen parental support via Watch DOGS and PTSA  Support teacher collaboration  Strengthen vertical alignment with Design Teams	Daily attendance data  Attendance at PIE breakfast and support from Partners  Data from Watch DOGS program  Collaboration minutes  Design Team minutes	Principal  Administration and teachers  Administration and teachers  Grade level teachers  Design Teams	Partners in Education to fund attendance incentives	Attendance data shows a decrease of 31% in students missing more than 5 days of school.  Average daily Attendance for students = 97%  Partners in Education financially supported our dog tag attendance initiative.  About 125 Dads volunteered to spend at least 1 full day through the Watch DOGS program.	IN PROGRESS

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 IP = In Progress M = Met
Focus Area:	Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , 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)	

Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	<p>Utilize Kindergarten paras to provide small group instruction in 1<sup>st</sup> grade reading block</p> <p>Utilize Specialists assigned to EIP R/C during open specials block</p> <p>Implement BYOD in select 4<sup>th</sup> and 5<sup>th</sup> grade classrooms</p> <p>Implement team taught collaborative classrooms</p>	<p>SLOs</p> <p>Data tracker</p> <p>EOGs</p>	<p>Teachers</p> <p>All 5<sup>th</sup> grade teachers, select 4<sup>th</sup> (Ewell, Reeve, Larson, Bagwell)</p> <p>1<sup>st</sup> – Kloss/Long/Curns 3<sup>rd</sup> – Apodaca/Brock/Anderson 4<sup>th</sup> – Charest/Clifford/Sledge; Reeve/Larson 5<sup>th</sup> – Lovett/Monroe/Pearce; Kirkpatrick Osterhoudt/Lunceford</p>	<p>System 44 for K - 2<sup>nd</sup> needed</p> <p>CCSD Technology Support</p> <p>Student Services Administrator support</p>	<p>Paras and 1<sup>st</sup> grade teacher feedback indicate this was a successful intervention and helped many more students master their sight words.</p> <p>10/12 fourth and fifth grade teachers implemented BYOD.</p> <p>This was a successful key action due to the high numbers of SWD students in these grade levels. This innovative model helped to provide more small group instruction for SWDs and to maximize our special education teacher allotment.</p>	IN PROGRESS
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	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 <b>(S)</b>	1. Use EIP resources/reduced class models (K- 5 <sup>th</sup> ) 2. Utilize Kindergarten para support for 1 <sup>st</sup> grade Reading block 3. Utilize Specialists support for EIP students during open block of specials 4. Provide Study Island for reading and math (1 <sup>st</sup> – 5 <sup>th</sup> ) 5. Encourage use of First in Math K- 5 <sup>th</sup> 6. Use 20 day funding for extended day tutoring	EIP checklists  Data tracker (pre/post tests and SRI data)  Weekly Study Island reports  Weekly First in Math reports	Teachers	System 44 needed for K – 2 <sup>nd</sup> to be located in additional laptop lab  Need cell tower fund to purchase Study Island	Paras and 1 <sup>st</sup> grade teacher feedback indicate this was a successful intervention.  Lewis was 2 <sup>nd</sup> in CCSD for First in Math usage.  Very successful extended day tutoring program.	IN PROGRESS
	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> (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>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>						<b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions:</b> (Due June 15, 2016)		

<b>Develop stakeholder involvement to promote student success.</b>	Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	<p>Include parents on design teams</p> <p>Use results of surveys</p> <p>Use feedback from stakeholder groups such as PTSA Executive Board and School Council</p>	Survey results	CCSD  Administration	N/A	Volunteer of the Year served on School Culture and Climate Design Team and was an integral member of the team.	IN PROGRESS
	<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)	<p>Provide monthly perfect attendance certificates and incentives for students and staff</p> <p>Principal will track student attendance daily</p> <p>Last year's data revealed 326 students missed &gt; 5 days of school. Focus will be on students who missed 6 days of school (39 students); 7 days (36 kids); 8 days (28 students)</p>	<p>Daily attendance data</p> <p>Truancy Intervention meetings with Social Worker, Principal, and parents.</p>	Kristi Kee Patrick Ball (School Social worker), teachers	Partners in Education to provide attendance rewards and incentives each month	<p>226 students missed 6 or more days of school this year. This was a 31% decrease from last year (326).</p> <p>Partners in Education financially supported our dog tags for attendance initiative.</p>	IN PROGRESS

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><b>Focus Priority</b></u>
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<b>Focus Area:</b> <b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)		<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions:</b> (Due June 15, 2016)	<b>Status:</b> NM = Not Met IP = In Progress M = Met
<b>Recruit, hire...</b>	Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	Seek to hire highly qualified teachers by attending CCSD Transfer Fair and Job Fairs  Continue unofficial partnership with KSU for field experiences, TOSS, and Student teachers	Summative (teacher's certification)	Lewis Admin and CCSD HR and Certification office	<b>N/A</b>	All teachers are Highly Qualified.  We hosted 3 KSU teachers this year for TOSS/Student teaching.  1 teacher retired at the end of this year. No teachers requested a transfer to another school.	IN PROGRESS
	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. <b>(IE<sup>2</sup>)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Support and retain</b>	Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

employees for highest levels of excellence.	Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	<p>Develop a School Focused Staff Development plan and calendar (train teachers on CCRPI during Preplanning, understanding their own data, standards, assessment, grading, attendance during monthly collaboration meetings and Super Specials)</p> <p>Technology Integration Specialist to deliver training on effective use of CTLS (3 sessions)</p> <p>Assign mentor to new teachers</p> <p>Provide support from all administrators (Principal, AP, SLI and SSA)</p>	SFSD plans  Monthly Collaboration template to determine if new learning is being applied	Administration  Teachers         County TTIS      Principal   Administration	District Professional Learning Dept.  TTIS  Administration	<p>All trainings listed were delivered.</p> <p>TTIS provided 3 day training on CTLS which will served as an effective introduction for Cohort 3 of FFAS next year.</p> <p>2 new teachers were assigned mentors.</p>	IN PROGRESS
	Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
	Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	<p>Focus on individual TKES goal setting pre conference/data discussion at beginning of the year</p> <p>Focus on mid-year reflection questions and individual TKES mid-year conference/data discussion</p> <p>Focus on individual end of year TKES conference/data discussion.</p> <p>Principal to meet with administrators to review prior LKES evaluations and surveys in order to set goals to improve professional practice</p>	Improved performance measured in On Course lesson plans, TKES observations, and student data	Teachers and admin.	District support through Evaluation Office	<p>All CCSD TKES timelines were met.</p> <p>Each administrator held individual conferences with teachers (goal setting/pre conference and mid-year).</p>	IN PROGRESS



	<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						
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## Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
<b>4-Year Graduation Rate</b> (Data Source: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	78.2%
<b>5-Year Graduation Rate</b> (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> (D.S.: CCRPI)	83.1%	78.5%	70.5%	73.7%	75.0%	N/A	N/A
<b>Lexile Levels 8<sup>th</sup> grade</b> (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> (D.S: CCRPI)	N/A	N/A	N/A	N/A	N/A	N/A	56.4%
<b>On-Track for Graduation</b>	N/A	N/A	N/A	95.2%.	90.0%	88.0%	78.0%
<b>Career Ready</b>	N/A	80.8%	100%	100%	93.6%	99.2%	55.0%
<b>Advanced Academics</b>	N/A	N/A	N/A	7.8%	15.0%	40.0%	50.0%
<b>Stakeholder Satisfaction</b> (Annual AdvancED Survey)	N/A	N/A		89.3%	89.0%	76.0%	73.0%

<b>CCRPI Score</b>	82.4	77.5	69.2	72.3	75.7	80.0	77.7
<b>Iowa Reading Grade 3</b>	N/A	N/A	53%	55.4%	57.5%	N/A	N/A
<b>Iowa Reading Grade 7</b>	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 in grades 5 achieving a Lexile measure greater than or equal to the following on the EOG: Grade 5: 850	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>	Percent 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
<b>Iowa Reading Grade 3</b>	Percentage of students in grade 3, scoring on-grade level in reading (On-grade level = 3.1 or above)	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,	NA	NA	Georgia DOE

	based on required performance measurements			
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