

2016-17 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 30, 2017)</i>	<i>NM = Not Met IP = In Progress M = Met</i>
<i>Vary learning experiences to increase success in college and career pathways.</i>	<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	Math & English	Touch stones Formative	Math, English teachers	CTLS, TTIS, District level support	Improved EOC Scores by 2%	IP
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<p>Monitor student progress by focusing on learning objectives through formative and summative common assessments created in PLCs, adjusting instruction for remediation and enrichment as needed, increasing overall student achievement on common assessments by 3% over previous school year.</p> <p>Monitor instructional framework in classrooms providing training for teachers as needed by identified teacher leaders.</p>	<p>PLC created Activities and Common Assessment data</p> <p>TKES ratings</p>	<p>Teachers</p> <p>Administration</p>	<p>Common planning time</p> <p>N/A</p>	<p>EOC scores improved 2% overall from previous year in social studies- improve by 4% in math- dropped by 2% in English</p> <p>4 PD sessions held through school year- instructional framework, Engagement, technology, SAT prep</p>	<p>Math= M</p> <p>English, Science, Social Studies =DNM</p> <p>M</p>

	<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>	<p>Implementation of common formative assessment checks (for ready PLCs) using iRespond, Kahoot, Quick Assessments, Blackboard, or other available technology, meeting in PLCs to adjust instruction or provide differentiation as needed, improving student performance by 3% over previous year.</p>	<p>Common formative assessment data</p>	<p>Students, teachers</p>	<p>Internet for online assessments, iRespond units</p>	<p>Math PLC groups implement CFA-EOC scores improved 4% Other departments did not implement</p>	<p>IP</p>
	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Focus PL on 5 distinct areas-differentiation, engagement strategies, assessment, instructional frameworks, data analysis.</p>	<p>Formative and Summative assessment data from staff and student surveys, common assessments</p>	<p>Administrators department chairs Teachers students</p>	<p>Text resources Conference training sessions Planning time</p>	<p>Only two areas addressed-instructional framework and engagement, two teachers scheduled to attend summer conferences on innovative teaching and data analysis</p>	<p>IP</p>

<p><i>5. Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>School wide Read 180 screening for all freshmen, with scores shared with teachers. PL for teachers on reading strategies presented by local school reading teacher.</p>	<p>SRI data, provided Lexile level</p>	<p>Administration Teachers</p>	<p>N/A</p>	<p>Stage 1 implementation completed in October</p>	<p>IP</p>	
	<p>Continue or begin RtI or SPED strategies for students identified as reading below grade level.</p>				<p>English Teachers</p>	<p>Not implemented</p>	<p>IP</p>
	<p>Implementation of school-wide tutoring program focusing on remedial students.</p>				<p>RtI team</p>	<p>Students placed on RtI based upon bottom quartile data</p>	<p>IP</p>
					<p>Teachers</p>	<p>Tutoring established for RtI and SPED students</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>	<p>School wide Math screening for all freshmen, with scores shared with all math teachers.</p>	<p>Math screening data</p>	<p>Administration Teachers</p>	<p>Universal math screener</p>	<p>Stage 1 implementation completed in October</p>	<p>IP</p>	
	<p>Summer math packets to be completed by all foundation level math students.</p>				<p>Math teachers</p>	<p>Students worked on skills</p>	<p>M</p>
	<p>Continue or begin RTI or SPED strategies for students identified as performing below grade level</p>				<p>RTI team</p>	<p>Students placed on RtI based upon bottom quartile data</p>	<p>IP</p>
	<p>Implementation of school-wide tutoring program focusing on remedial students.</p>				<p>Teachers</p>	<p>Tutoring established for RtI and SPED students</p>	<p>IP</p>

	<i>7. Increase number of students academically completing every grade.(S)</i>	Continue implementation of PLCs with common assessments, identifying struggling students for Rtl	Formative and summative data from common assessments. Rtl data	Teachers	Common assessments, planning time for data analysis	Grad Point grade repair implementation for senior SPED students-80% success rate	IP
	8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	Increase percentage of students taking honors and AP courses by offering school wide incentives for trying more rigorous courses. Move students to advanced classes based upon results of Local school collected data. Increase percentage of students taking AP exams by offering final exam exemptions.	Course registration totals Local data AP exam registration data	teachers, administration teachers, counselors, administration administration	 Local exams Online AP registration options	Increased honors and AP sections offered by 2% Increased number of tests given by 50%	IP IP IP

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)					<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<u>s Area:</u>	<u>Focus Priorities:</u> (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)	
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE²)	Implementation of senior project/AP capstone by 2019. Begin in 2016-17 by adding ANCHOR time into each week, which will allow freshman advisors and the media specialists to begin focusing on teaching the specifics of research and the tools students will need to be successful. Each subsequent year will have additional implementation (PBL, innovation, presentation, etc.) until full project implementation for students happens when 2016-17 freshmen are seniors.	Student survey data Common assessments data on research components	Teachers Administrators Media Specialists	N/A	Added advisement period with key focuses. Media center taught common research strategies to all 9 th graders-	IP
	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)		N/A	N/A	N/A	N/A	

	<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Remediation and enrichment during ANCHOR period for students reading below grade level. School wide RI screening for all freshmen, with scores shared with teachers. Use 20 day funding for tutors. 2. Remediation and enrichment during ANCHOR period for students performing below grade level. School wide math screening for all freshmen, with scores shared with teachers. Use 20 day funding for tutors. 3. Place students who are not performing on-grade level on Rtl, placing students who have already failed in special advisement groups for targeted remediation. 	<p>SRI data Common assessment data</p> <p>Universal math screener data Common assessment data</p> <p>Rtl data</p>	<p>Teachers, Rtl team Administration</p> <p>Teachers, Rtl team, Administration</p> <p>Rtl team, teacher advisors, counselors</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Remediation period offered for students who needed additional assistance leading up to EOC exams. Targeted areas included math and AP exams. Data used to form groups included teacher recommendation, Rtl, SRI, SMI data</p> <p>Ongoing grade repair implemented for SPED students in math classes</p> <p>Specific groups created based on low level Rtl students</p>	<p>IP</p> <p>IP</p> <p>DNM</p>
	<p>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)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Create 9th grade advisement specifically for students who are repeat 9th graders. Advisement will focus on strategies to increase academic achievement, targeted remediation provided by department leaders, student/teacher mentor programs, and implementation of reward program as students become academically successful.</p>	<p>Common assessment data RtI data</p>	<p>Teachers Administration</p>	<p>N/A</p>	<p>No full implementation</p> <p>Some students pulled for math and reading remediation during advisement</p> <p>Administration and counselors met with 9th graders failing two or more classes to create action plan for success.</p> <p>Students with at risk discipline targeted by administration with individualized reward system</p>	<p>IP</p>
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Long Range Board Goal 3: ***Develop stakeholder involvement to promote student success.***

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Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	Increase community relations through communication by establishing multiple social media accounts as well as implementation of Remind contact texts and emails. Student established focus groups: AP leadership team, Student advisory committee, Fine Arts leadership group and Athletic leadership.	Survey data-	Administration and media center	Online access to twitter and facebook Remind accounts	Created facebook, twitter, Instagram accounts for school. Sports programs and clubs created twitter accounts	IP
	<i>Other:</i> (Priorities specific to school, division, or area. Can be multiple.)	Continue building school council and create stronger ties with PTSA	Survey data, community feedback	Administration	N/A	School council met regularly throughout school year PTSA officers elected and meetings held with administration in preparation for 2016-17 school years	IP

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

	Use results of TKES and LKES to improve professional performance (IE ²)	Use results of walk-throughs and formative assessments to assign PL sessions through the TKES platform based upon student need. Create PL sessions for individual teachers to attend based upon results of student survey data given twice during the school year (once each semester).	TKES data Student survey data	Administration Administration	District support through evaluations department	Four areas addressed- instructional framework, engagement, SAT prep, and technology Not implemented	
	Other: (Specific to school, division, or area. Can be more than one.)	Promote programs for teacher leader endorsement, gifted certification, and AP certification	Completion of certificates	Administration	District support through advanced content	Two enrolled in teacher leader academy, two enrolled in gifted endorsement program, eight seeking AP certification over summer	

High School Key Trends: Allatoona

Trend	Allatoona			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	87.1%	89.1%		78.2%	81.4%	
Five-year Graduation Rate	86.6%	90.6%		78.8%	81.7%	
Lexile Levels 11th Grade	62.0%	68.6%		56.4%	66.7%	
College Ready	41.9%	43.0%	54.0%	43.8%	44.8%	51.7%
On-track for Graduation	80.7%	85.4%	99.6%	73.5%	76.8%	87.2%
Career Ready	74.0%	68.8%	53.4%	55.1%	52.0%	47.3%
Advanced Academics	59.2%	63.5%	68.9%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	63.8%	81.4%	69.5%	62.9%	63.8%	64.7%
CCRPI Score	85.2	90.6		77.7	83.9	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for several of the key trends in the above table. Scores for these trends are expected from the Ga DOE in late 2016.

Descriptions of Key Trends

Four-year Graduation Rate

Four-year cohort graduation rate as reported by the Georgia Department of Education (GaDOE).

Five-year Graduation Rate

Five-year cohort graduation rate as reported by the GaDOE.

Lexiles 11th Grade

The percentage of 11th grade students with Lexile scores on the state assessment (EOC) above 1275. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

College Ready

Percentage of 10th grade students whose PSAT score met the college ready benchmark set by the College Board for both subject tests.

On-track for Graduation

Percentage of 9th graders who were not retained as reported in the student record data collection.

Career Ready

Percentage of students who completed all the course requirements for a Career, Technical, or Agricultural (CTAE) pathway and passed the End-of-Pathway assessments.

Advanced Academics

The percentage of students enrolled in advanced classes based on an unduplicated count of students enrolled in AP, Honors, IB, or Magnet courses.

Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the GaDOE. The Cobb CCRPI score shown here is the weighted average of all Cobb high schools.