

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>		2016-17 Aligned Actions and Measurements (Due June 30, 2017)					<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 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>M</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>M</p>
					<p>Teachers</p>		<p>Tutoring established for RtI and SPED students</p>	<p>M</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>M</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>M</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>M</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>	<p>Increase percentage of students taking honors and AP courses by offering school wide incentives for trying more rigorous courses.</p> <p>Move students to advanced classes based upon results of Local school collected data.</p> <p>Increase percentage of students taking AP exams by offering final exam exemptions.</p>	<p>Course registration totals</p> <p>Local data</p> <p>AP exam registration data</p>	<p>teachers, administration</p> <p>teachers, counselors, administration</p> <p>administration</p>	<p>Local exams</p> <p>Online AP registration options</p>	<p>Increased honors and AP sections offered by 2%</p> <p>Increased number of tests given by 50%</p>	<p>M</p> <p>IP</p> <p>M</p>

	<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>IP</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.***

<i>District Focus Areas and Priorities 2016-2019</i>		2016-17 Aligned Actions and Measurements (Due June 30, 2017)					<i>Focus Priority Status:</i> 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, 2017)	
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	

Key Trend Data

Indicator	2012	2013	2014	2015	2016	2014 District Mean		
						Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	87.6%	86.6%	87.1%	89.1%		N/A	N/A	78.2%
5-Year Graduation Rate (D.S.: CCRPI)	86.1%	87.9%	86.6%	90.5%		N/A	N/A	78.8%
Lexile Levels 5th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A		75.0%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A		N/A	85.8%	N/A
Lexile Levels 11th grade (D.S.: CCRPI)	54%	56%	62%	68.6%		N/A	N/A	56.4%
College Ready	20%	44%	42%	43%	54.0%	N/A	N/A	43.9%
On-Track for Graduation	84%	83%	85%	86%	99.6%	90.0%	88.0%	78.0%
Career Ready	N/A	54%	52%	77%	53.4%	93.6%	99.2%	55.0%
Advanced Academics	24%	30%	34%	40%	68.90%	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)		87%	88%	78%	69.5%	89.0%	76.0%	73.0%
CCRPI Score	84	82.9	85.2	90.6		75.7	80.0	77.7
Iowa Reading Grade 3	N/A	N/A	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

High School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
4-Year Graduation	Percent of students who graduated with a regular education diploma in a given year	Number of students who graduated with a regular	Number of 9 th graders four years prior to the graduation date +	Georgia DOE Grad Rate Calculator - Provided by the

Rate		education diploma in a given year	transfers in or out, students leaving the country or withdrawn due to death over the four year period	Office of Accountability
5-Year Graduation Rate	Percent of students who graduated with a regular education diploma in a given year plus the following year	Number of students who graduated with a regular education diploma in a given year plus the following year	Number of 9 th graders four years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the five year period	Georgia DOE Grad Rate Calculator - Provided by the Office of Accountability
Lexile Levels High Schools	Percent of students achieving a Lexile measure of 1275 or greater on the American Lit. EOC	Number of students scoring a Lexile measure \geq 1275	Number of students with valid American Lit. EOC scores	Provided by the Office of Accountability
College Ready	Percent of 10 th grade students with a PSAT score of 133 or higher	Number of 10 th grade students with PSAT scores \geq 133	Number of 10 th grade students with a valid PSAT score	Reported on the PSAT/NMSQT building report from College Board
On-Track for Graduation	Percent of 9 th graders in attendance for full academic year (FAY), academically promoted to 10 th grade on schedule.	Number of FAY students in grade 9 promoted to grade 10	Number of FAY students in grade 9	Local School enrollment data
Career Ready	Percent of students who completed pathway course requirements and passed the End Of Pathway Assessment (EOPA)	Number of students passing EOPA	Number of students taking an EOPA assessment	Local schools - reported to CTAE Office
Advanced Academics	Percent of students enrolled in Honors, AP, IB, or Magnet Courses	Unduplicated count of students in grades 9-12 enrolled in one or more AP, IB, Honors, or Magnet Courses	Total Enrollment of grades 9-12	Course information in Synergy
Stakeholder Satisfaction	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 annual 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
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE