

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					Focus Priority Status:
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:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	NM = Not Met IP = In Progress M = Met
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)	-Submission of weekly lesson plans by all teachers - Class walk-throughs conducted by admin and department chairs each semester. - Teachers and admin participate in Professional learning communities each semester.	- Observations -Walk-throughs -Unit/Lesson Plans -Data analysis	- School Admin -Teachers	-Common assessments -PLC data -New release times for vert. teaming	-90% of lesson plans complete -Student performance should increase	- 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)	-Content collaborative teams will post common assessment questions on a monthly basis to the CTLS platform. -Teachers will plan collaboratively on a weekly basis and will create common assessments. -Teachers as members of collaborative teams will collect and analyze common assessment data and submit reflection forms on a monthly basis.	-Collaborative minutes -Data analysis on common assessments -Instructional decisions based on student performance	-School Admin -Teachers	-CTLS refresher training and training for new teachers -Technology access	-Improved student performance (ELL and SWD major targeted groups)	- IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> -Use PLN for literacy and technology training -Provide training on ELL strategies, SWD strategies and using SLDS. 	<ul style="list-style-type: none"> -Professional learning logs -Participation on site training -Lesson/unit plans -Department Literacy plans 	<ul style="list-style-type: none"> -School Admin -Teachers 	<ul style="list-style-type: none"> -Training support -Technology access 	<ul style="list-style-type: none"> -Improved student performance on EOC and SLO 	<ul style="list-style-type: none"> - IP
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> -Administer the SRI to all 9th graders 3 times during the school year. -Assign 1 ELL teacher for Read 180 for ELL students below grade level -Assign 1 Gen Ed teacher for Read 180 for students below grade level - Assign 1 Sp. Ed teacher for small group and co-taught Read 180 classes 	<ul style="list-style-type: none"> -SRI pretest, mid-year and post test 	<ul style="list-style-type: none"> -School Admin -Teachers 	<ul style="list-style-type: none"> -Technology access Site licenses for SRI -Literally resources 	<ul style="list-style-type: none"> -Improve student performance on lexial score 	<ul style="list-style-type: none"> - IP
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ul style="list-style-type: none"> -Provide remediation to address identified gaps in Math/Algebra skills to increase student performance -Administer the SMI to all 9th graders 3 times during the school year. - Enroll all 1st time 9th graders in yearlong Foundation of Alg/Alg I and Marketing Principles for application of content to real world scenarios to support content mastery. 	<ul style="list-style-type: none"> -9th grade year long math -9th Alg I -SMI 	<ul style="list-style-type: none"> -School Admin -Teachers 	<ul style="list-style-type: none"> -Technology access -Site licenses -Professional learning 	<ul style="list-style-type: none"> -Improve/increase passage rates of 1st Alg I takers -Improved SMI/EOC results 	<ul style="list-style-type: none"> - IP
<p>7. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> -Focus on College and Career readiness beginning with 9th grade and the completion of Career Cruising profiles to identify academic and career interests. -Offer Power Hour 3 times per semester as an academic incentive to pass all classes and to provide targeted remediation and tutoring in underperforming content areas. -Monitor Graduation co-hort by utilizing a gradation specialist. -Use small class size model for 9th grade English and Math repeater courses. 	<ul style="list-style-type: none"> -Increase students on grade progression 	<ul style="list-style-type: none"> -School admin -Teachers 	<ul style="list-style-type: none"> -Technology access -20 day funds -Spartan Academy -Academic Mentoring 	<ul style="list-style-type: none"> -Improve 4 year graduation rate -Decrease number of students in the repeater classes 	<ul style="list-style-type: none"> - IP

8. Other: (Priorities specific to school, division, or area. Can be multiple.)	-N/A	- N/A	- N/A	- N/A	- N/A	- N/A
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Board Goal 2: Differentiate resources for students based on needs.

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	Focus Priority Status: NM = Not Met IP = In Progress M = Met
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	-alignment meetings with feeder middle schools. -Use hybrid math model for credit recovery. - Offer power surge twice a semester for students to complete missed assignments.	-Lesson plans -Meeting minutes -Data forms -Participation of Saturday tutorial	-Faculty	-20 Day funds -Teacher release time -Technology access	-Academic progress on EOC, SRI and SMI -Increase in the 4 year graduation rate	- 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	

<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. Administer the SRI and schedule students who performed below basic into Read 180 support course scheduling. 2. Administer the SMI to identify content deviancies. Offer hybrid math model for credit recovery. Schedule first time 9th graders into first year Foundation/Algebra I. 3. Schedule a 6th period courses for off course students' after-school. 4. Offer grade repair opportunities with power hour and power surge each semesters. 	<ol style="list-style-type: none"> 1. Increase Lexile scores and SRI scores 2. Increase SMI scores 3. Attendance and participation 	Faculty	<ul style="list-style-type: none"> -SMI and SRI licenses -Technology -Scheduling 	<ul style="list-style-type: none"> -Increase on Lexile scores -Improved performance on EOC and SLO -Improved performance on graduation rate 	-IP
<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>	N/A	N/A	N/A	N/A	N/A	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> -Identify on level students for honors and AP classes -Attend to Achieve-absent less than 6 days per semester and students will receive a prize -Counselors and Graduation Specialist meet with risk students about the importance of a high school education. 	<ul style="list-style-type: none"> -Increase enrollment -Improve daily attendance rates -Graduation mentorship 	-Faculty	<ul style="list-style-type: none"> -Attendance recognition 	<ul style="list-style-type: none"> -More participation on AP exams -Improved daily attendance -Improved graduation/passage rate 	-IP

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

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p>	
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> -Volunteer Network -More participation in stakeholders survey -More parent volunteers for Power Hour 	<ul style="list-style-type: none"> -Track the number of volunteers -Increase the number of parents completing all surveys 	<p>Faculty</p>	<p>N/A</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> -PTA -Hispanic Parent Night -Open House -IB Parent Night -Workshops for parents: <ul style="list-style-type: none"> -School for Parents -Passion for Life -Passport to Success -Latino PTA -School Council 	<p>- Number of members in PTA and Latino PTA</p>	<p>All stakeholders</p>	<p>N/A</p>		

Other: (Priorities specific to school, division, or area. Can be multiple.)						
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	-Start hiring process in February -Admin and Department Head will interview qualified candidates	-# of candidates we can hire	-Admin -Faculty	-Release time for job fairs	-Faculty staff by May 30, 2017	-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. (IE ²)	N/A	N/A	N/A	N/A	N/A	N/A
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	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. (AD)	-Collaborative protocol training -Data protocol training -Review weekly lesson plans -Review unit plans -New Teacher induction program	-Observations -PLC forms -Data forms -Monthly Meetings	-Faculty	-Training School focused -Train mentor teachers	-Reduce teacher attrition	-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	N/A
Use results of TKES and LKES to improve professional performance (IE²)	-Identify areas of weakness and provide training	-PLN participation	-Faculty	-Release time for teacher training		
Other: (Specific to school, division, or area. Can be more than one.)	N/A	N/A	N/A	N/A	N/A	N/A

High School Key Trends: Campbell HS

Trend	Campbell HS			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	66.1%	72.1%		78.2%	81.4%	
Five-year Graduation Rate	66.3%	70.0%		78.8%	81.7%	
Lexile Levels 11th Grade	36.6%	55.2%		56.4%	66.7%	
College Ready	34.0%	34.4%	36.3%	43.8%	44.8%	51.7%
On-track for Graduation	60.7%	66.6%	76.3%	73.5%	76.8%	87.2%
Career Ready	42.9%	36.8%	25.6%	55.1%	52.0%	47.3%
Advanced Academics	52.0%	53.2%	54.1%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	50.6%	51.7%	61.3%	62.9%	63.8%	64.7%
CCRPI Score	64.6	66.2		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.