

## 2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> <u>(Due September 1, 2016)</u></p>					<p style="text-align: center;"><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> <u>(Due June 30, 2017)</u></p>	
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>1. Professional Learning Communities (PLC's) will analyze formative/summative assessment data (supported by CTLS) to identify the level of mastery for various standards/skills.</p> <p>2. Professional Learning Communities (PLC's) will utilize formative/summative assessment data to develop strategies to support remediation and/or enrichment.</p>	<p>Formative and/or Summative Assessment Data</p> <p>Formative and/or Summative Assessment Data</p>	<p>Faculty</p> <p>Faculty</p>	<p>Collaborative log template, PLC training, Data Team training</p> <p>Collaborative log template, PLC training, Data Team training</p>	<p>Over 100 faculty members participated in professional learning communities that utilized formative and/or summative assessment data to monitor student progress</p>	IP
<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>1. Administer locally created flexible formative assessments designed within the CTLS platform.</p> <p>2. Administer district created flexible formative assessments within the CTLS platform.</p>	<p>Formative Assessment Data</p>	<p>Faculty</p>	<p>Collaborative log template</p> <p>Locally created or District created formative assessments</p> <p>CTLS Training</p>	<p>100% of the faculty created, administered, or collaborated in the formation of locally created or district created flexible formative assessments.</p> <p>Collaborative logs identify the wealth of data connected to the execution of various flexible formative assessments</p>	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Train designated 9<sup>th</sup>/10<sup>th</sup> grade teachers in strategies to address literacy.</p> <p>2. Train designated ELA/Special Education teachers in use of Kurzweil as reading support for classroom instruction.</p> <p>3. Train all teachers in use of CTLS</p> <p>4. Develop and implement a professional learning plan which includes the formation of Professional Learning Communities and Data Teams.</p>	<p>TKEK Walkthrough Data</p> <p>Training Participation</p> <p>CTLS Data</p> <p>Collaborative Logs</p>	<p>Faculty Administration</p>	<p>Professional Development Funds</p> <p>Kurzweil and District Literacy/ Lexile Training</p> <p>CTLS Training</p>	<p>100% participation of designated faculty in strategies to address literacy</p> <p>100% participation of Special Education faculty in the use of Kurzweil</p> <p>100% training participation of faculty in multiple sessions regarding the use of CTLS</p> <p>Full enactment of the professional development plan</p>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Assess all rising 9<sup>th</sup> grade students using the Scholastic Reading Inventory.</p> <p>2. Provide targeted instruction in decoding and comprehension strategies for 9<sup>th</sup> grade students.</p> <p>3. Provide a targeted review of decoding and comprehension strategies for 10<sup>th</sup> grade students.</p>	<p>Reading Inventory Data</p> <p>Formative and Summative Assessment Data</p> <p>End of Course assessment data</p>	<p>Designated Faculty Administration</p>	<p>Reading Inventory Access</p> <p>Reading Inventory Training</p>	<p>The Reading Inventory evidenced a 42 point average growth in Lexile performance for 9<sup>th</sup> grade students.</p>	<p>IP</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>1. Assess all rising 9<sup>th</sup> grade students using the Math Inventory.</p>	<p>Math Inventory Data</p>	<p>Math Faculty</p>	<p>Math Inventory Access</p> <p>Math Inventory Training</p>	<p>The Math Inventory evidenced a 55 point average growth in Quantile performance for 9<sup>th</sup> grade students.</p>	<p>IP</p>

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Provide Course extension, and Tutoring opportunities to support the ability of students to receive the appropriate credits for promotion.</p> <p>2. Utilize cohort cleanup methods</p>	<p>Failure report at each 6 week interval</p> <p>Course extension participation</p> <p>Tutoring Participation</p>	<p>Administration Counselors</p>	<p>Academic Portal</p> <p>GradPoint</p> <p>Funding for Faculty</p> <p>Cohort Cleanup Training</p>	<p>122 students participated in course extension opportunities following the end of the Spring semester</p> <p>Tutoring opportunities were provided each Tuesday and Thursday to support student in mastery of content in mathematics</p> <p>Selected admin team members participated in a cohort cleanup training</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p><b>District Focus Priorities 2016-2019</b></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>1. Create an IE2 committee to identify potential local school innovations.</p>	<p>Development of plan November 1</p>	<p>Principal</p>	<p>None</p>	<p>IE2 plan</p>	<p>NM</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<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>	<ol style="list-style-type: none"> <li>1. Utilize universal screeners to monitor changes in student reading and math proficiency levels.</li> <li>2. Develop a Schoolwide Literacy Plan</li> <li>3. Provide tutoring sessions on Tuesdays and Thursdays for all math students.</li> <li>4. Extend remediation opportunities to students in specific content areas</li> </ol>	<p>Reading Inventory</p> <p>Math Inventory</p> <p>Tutoring Logs</p> <p>Student Retest Data</p> <p>Participation in Summer Remediation</p>	<p>Math Faculty</p> <p>ELA Faculty</p> <p>SBLT</p>	<p>20 Day Funds to Support Tutoring and Summer Remediation</p> <p>Reading Inventory Access</p> <p>Math Inventory Access</p>	<p>Fall and Spring RI and MI assessments were administered to 9<sup>th</sup> grade students with fidelity</p> <p>Tutoring sessions were provided regularly to students requiring math support</p> <p>Remediation opportunities were provided to students along with course extension and GradPoint options</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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>

<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<ol style="list-style-type: none"> <li>1. Develop a PTSA Career Exploration forum with local community stakeholders</li> <li>2. Increase community relations through communication via social media, eNews blast, etc</li> <li>3. Utilize the PTSA National School of Excellence process to secure stakeholder feedback</li> </ol>	<p>Formative feedback by PTSA Expo participants and attendees</p>	<p>PTSA Guidance Department Administration</p>	<p>Expo Facility Community Participation</p>	<p>Spring 2016 PTSA Career Expo</p> <p>Continued use of Twitter and eNews to engage community members with the local school</p> <p>PTSA Survey provided to secure valuable feedback around numerous standards</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<ol style="list-style-type: none"> <li>1 Use the PTSA National School of Excellence Application feedback to modify building practices.</li> </ol>	<p>PTSA National School of Excellence Survey</p>	<p>Administration</p>	<p>PTSA/ Administration</p>	<p>PTSA Survey provided to secure valuable feedback around numerous standards</p>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<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>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	1. Attend recruitment fairs with leading teachers and hire based on specific qualifications and individual building need.	Vacancy filled by highly effective teachers	Faculty Administration	None	37.5% of newly hired faculty members are gifted certified or are actively involved in programming to receive a gifted endorsement.	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 <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (S)	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)	1. Establish Professional Learning Communities with a centralized focus on data teaming and strategies for engaging students.	PLC Norms and Roles  Collaborative logs  CTLS data	Faculty Administration	PLC Training  Data Team Training  CTLS Training	100% faculty participation in professional learning sessions regarding PLC development, Data teaming and/or CTLS	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	
Use results of TKES and LKES to improve professional performance (IE <sup>2</sup> )	1. Utilize formative observation data to identify areas of growth for faculty members.	TKES & LKES evaluation system data	Faculty Administration	TKES Platform Access	Formative observation data was utilized to provide performance feedback to faculty members with professional development plans resulting when appropriate.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## High School Key Trends: Hillgrove

Trend	Hillgrove			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	86.2%	90.8%		78.2%	81.4%	
Five-year Graduation Rate	85.7%	88.0%		78.8%	81.7%	
Lexile Levels 11th Grade	64.5%	79.8%		56.4%	66.7%	
College Ready	46.7%	47.4%	60.3%	43.8%	44.8%	51.7%
On-track for Graduation	90.1%	89.8%	86.9%	73.5%	76.8%	87.2%
Career Ready	52.7%	50.0%	51.9%	55.1%	52.0%	47.3%
Advanced Academics	60.0%	61.1%	61.4%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	72.1%	75.4%	73.7%	62.9%	63.8%	64.7%
CCRPI Score	87.6	94.7		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.