

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 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)	Focus Priority Status: 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)	PLC common planning PLC Planning Document (data analysis instructional plan) Continued use of CTLS	Walkthrough data Monitor PLC planning documents	Administration, Teachers, Counselors	CTLS One Drive iRespond		
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)	Provide release time for teachers to upload assessments to CTLS PLC common assessments including Touchstones or gathered from CTLS	CTLS data, iRespond data, PLC common assessments	Administration, Teachers, Counselors	CTLS		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Continue ongoing professional development for PLCs in the use of CTLS and incorporate professional learning on DBQs and Quadrant D activities	Engagement Strategies, CTLS data analysis, rigor in the classroom	Administration, Teachers, Counselors	CTLS		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Use READ180 and Scholastic Reader Inventory (SRI) as a measure for student ability in order to increase classroom reading across the curriculum activities which can be based on Lexiles	SAM Reports SRI, Newsela (lexile differentiation), Pass Rates, PLC common assessments, CTLS	Administration, Teachers, Counselors	READ180, Scholastic Achievement Manager (SAM), Newsela		

Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2015 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)	<ol style="list-style-type: none"> 1. READ180/SRI/PLC data 2. SMI/Algebra Support/PLC data 3. LASSO/LEAP/Gradpoint 	Data reports from SRI/SMI, PLCs and Gradpoint	Teachers, Counselors	READ180, Newsela, Gradpoint		
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)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue operation of PLCs and the use of CTLS. Incorporate DBQs and Quadrant D activities in all subject areas.	PLC planning documents	Administration, Teachers	CTLS		

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
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)		

Seek and evaluate stakeholder input for critical processes. (AdvED)	Administer surveys Surveys offered after parent meetings, academic nights, classroom guidance, registration, etc Increase number of surveys returned (utilize call out, school newsletter, PTSA)	Survey data, Review stakeholder input and evaluate for planning purposes	Administration Counselors Teachers Parents Students	Surveys		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Math Night, Academic Nights, Senior Tea, PSAT Night for 9 th and 10 th grade students, AP curriculum night, Realities of Rigor information night, Rising 9 th grade Parent Night, Academic Signing Day, Athletic Signing Day, Honors Night.	Attendance, feedback, review stakeholder input	Administration Counselors Teachers Parents Students	Surveys		
Other: (Priorities specific to school, division, or area. Can be multiple.)	Provide opportunities for stakeholder involvement (School Council, PTSA, Booster Clubs)	Increased parent involvement in School Council and PTSA	Administration Counselors Teachers Parents Students	None		

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<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:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Fill vacant positions with teachers who understand: instructional framework, formative and summative assessment, flexible grouping, adjusting instruction based on data analysis; rigorous curriculum; Quadrant D level instruction	Formative and Summative through TKES	Administration	None		
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. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (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)	Teachers Instructional Guide Book Office 365 One Note; Academic non-negotiables Professional Learning: Quadrant D, DBQs, AP Strategies for all content areas	Formative and Summative through TKES	Administration Teachers District Support in Technology, Advanced Learning Programs	None		
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 (IE²)	Teachers given support through PLGs Teachers encouraged to take on leadership roles; Teachers encouraged to participate in SSP committee	Formative and Summative TKES	Administration Teachers	None		
Other: (Specific to school, division, or area. Can be more than one.)	Continued use of CTLS (Cohort 1); provide release time for teachers to input assessments	Formative and Summative (use CTLS for common assessments)	Administration Teachers	CTLS Touchstones		

High School Key Trends: Kell

Trend	Kell			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	78.5%	84.7%		78.2%	81.4%	
Five-year Graduation Rate	82.4%	82.0%		78.8%	81.7%	
Lexile Levels 11th Grade	58.6%	64.2%		56.4%	66.7%	
College Ready	41.1%	41.0%	44.9%	43.8%	44.8%	51.7%
On-track for Graduation	67.9%	68.4%	99.5%	73.5%	76.8%	87.2%
Career Ready	44.6%	43.4%	48.2%	55.1%	52.0%	47.3%
Advanced Academics	57.3%	62.2%	62.6%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	56.6%	59.1%	62.7%	62.9%	63.8%	64.7%
CCRPI Score	74.6	81.8		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.