

## 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 and Kennesaw Mountain-KM)</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>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Participate in Flexible Formative Assessment System (FFAS) Cohort for 2016-17 with provided CCSD support</p> <p>Meet weekly in core content area professional learning communities (PLCs)</p>	<p>Staff attendance at FFAS trainings</p> <p>PLC minutes</p>	<p>Assessment Office and TTIS</p> <p>Administration</p> <p>Instructional Staff</p>	<p>Professional Learning delivered through in-house personnel and county personnel</p> <p>Common planning by core content area</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. <b>(S)</b></p>	<p>Meet weekly in content area PLCs</p> <p>*PLC Expectations: Select key standards for unit Develop common assessments Student progress monitoring Plan for re-teaching and remediation</p> <p>Expected Result: Student standard mastery</p>	<p>Flexible Formative Assessments in CTLS</p> <p>PLC minutes</p>	<p>Administration</p> <p>Instructional Staff</p>	<p>Common planning by core content area</p>		

<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide FFAS Professional Learning</p>	<p>Staff attendance at FFAS trainings</p>	<p>Assessment Office and TTIS Administration Instructional Staff</p>	<p>Professional Learning delivered through in-house personnel and county personnel</p>		
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<ol style="list-style-type: none"> <li>1. Implement a close reading initiative in 9<sup>th</sup> Lit, 10<sup>th</sup> Lit with Reading Support, and American Lit</li> <li>2. 9<sup>th</sup> Lit with Reading Support (Freshman University) for students identified by Reading Inventory (RI) and other measures</li> <li>3. 10<sup>th</sup> Lit with Reading Support (Sophomore University) for students from 2015-16 Freshman University whose RI measures show need for continued reading support</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline and end of semester results of students' ability to analyze a prose passage</li> <li>2. Lexile growth measured through RI &amp; EOC</li> <li>3. Lexile growth measured through RI &amp; EOC</li> </ol>	<p>Administration 9<sup>th</sup> Lit , 10<sup>th</sup> Lit &amp; Am Lit Teachers Reading Support Teachers</p>	<p>READ180 licenses supplied by county  RI supplied for 9<sup>th</sup> graders by county</p>		
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<ol style="list-style-type: none"> <li>1. Administer Math Inventory (MI) diagnostic test to all 9<sup>th</sup> grade students</li> <li>2. Student Progress Monitoring in Support EOC courses</li> <li>3. Through PLCs, support development of standards-based strategies for student improvement in Support courses</li> </ol>	<p>Percentage of students that take MI  Averages for multiple unit tests  Pass rate for Support courses</p>	<p>Administration Math Faculty</p>	<p>MI supplied for 9<sup>th</sup> graders by county  Common planning for PLCs</p>		

<p><b>7. Increase number of students academically completing every grade.(S)</b></p>	<p>Meet weekly in PLCs* to plan for remediation and support of student learning in core content areas.</p> <p>Provide after school Credit Recovery (5th period)</p> <p>Provide Course Extension (2 weeks of time to complete course with grade of 65-69)</p> <p>Provide Credit Repair (Saturday re-test)</p>	<p>PLC minutes</p> <p>Percentage of students successfully completing Credit Recovery</p> <p>Percentage of students successfully completing Course Extension</p> <p>Student attendance at Credit Repair</p>	<p>Administration</p> <p>Instructional Staff</p>	<p>Common planning for PLCs</p> <p>Staff funding through 20-day funds</p> <p>Staff funding through 20-day funds</p> <p>Staff funding through 20-day funds</p>		
<p><b>8. Other:</b> Increase first-year 9<sup>th</sup> grade promotion rate. (KM)</p>	<p>Graduation 20-20 Initiative</p> <ul style="list-style-type: none"> <li>Academic and social support for identified first time 9<sup>th</sup> graders</li> <li>Dedicated 9<sup>th</sup> grade counselor</li> <li>Mentor teachers</li> </ul>	<p>Percentage of Grad 20-20 students promoted to 10<sup>th</sup> grade</p>	<p>Administration</p> <p>Instructional Staff</p> <p>Counseling Dept.</p>	<p>Funding for student incentives</p>		

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

<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> <u>(Due September 1, 2016)</u></p>					<p><b><u>Focus Priority Status:</u></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> <u>(Due June 30, 2017)</u></p>	
<p>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<ol style="list-style-type: none"> <li>1. Provide AP Biology, Adv Genetics/DNA, and Honors Human Anatomy course as 3 credits in 2 periods</li> <li>2. Provide Magnet 9th grade literature, Scientific Research I, and Intro to Digital Technology as 3 credits in 2 periods.</li> <li>3. Graduation 20-20 Initiative</li> <li>4. Schedule to allow for common planning for core PLCs</li> </ol>	<p>Items 1 &amp; 2: Number of students earning 3 credits in 2 periods</p> <p>Item 3: Percentage of Grad 20-20 students promoted to 10<sup>th</sup> grade</p> <p>Item 4: PLC minutes</p>	<p>Administration  Instructional Staff</p>	<p>Teachers with appropriate certifications</p>		
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</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>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>not reading on grade level (Lexile)</li> <li>unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>not on-track for graduation <b>(S)</b></li> </ol>	<p>Teach year-long reading support classes for 9th &amp; 10th graders (RI)</p> <p>Move students identified for reading support in 9th grade to Biology in 10th grade</p> <p>Math Foundations course offered both semesters for students who require remediation (MI)</p>	<p>Lexile growth measured through RI &amp; EOC</p> <p>Percentage of 9th grade reading support students scheduled for Environmental Science</p> <p>Percent of 9th grade students earning at least 1 math credit</p>	<p>Administration</p> <p>Instructional Staff</p>	<p>Allotments in place from county to offer additional reading support and Math Foundations classes</p> <p>Licenses to RI &amp; MI for all 9<sup>th</sup> grade students</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.) <b>(KM)</b></p>	<p>Provide after school Credit Recovery (5th period)</p> <p>Provide Course Extension (2 weeks of time to complete course with grade of 65-69)</p> <p>Provide Credit Repair (Saturday re-test)</p> <p>Implement KMHS ESOL Innovative Model</p>	<p>Percentage of students successfully completing Credit Recovery</p> <p>Percentage of students successfully completing Course Extension</p> <p>Student attendance at Credit Repair</p> <p>Percentage of students showing positive movement from one performance band to a higher performance band on the ACCESS assessment</p>	<p>Administration</p> <p>Instructional Staff</p>	<p>Staff funding through 20-day funds</p> <p>Staff funding through 20-day funds</p> <p>Staff funding through 20-day funds</p>		

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

<p><i>District Focus Priorities 2016-2019</i></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>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>	<p>Convene with School Council</p> <p>Convene with PTSA Executive Board</p> <p>Convene with Magnet Executive Board</p>	<p>Meeting Minutes</p>	<p>Administration Staff Parents</p> <p>Community Partners</p>	<p>Stakeholder Commitment to Boards</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Engage parents through PTSA, Open House, School Council, athletics, and fine arts events.</p> <p>Participation in community events, including: KBA, ABA, local festivals and gatherings, and school expos</p>	<p>Community Participation Log</p>	<p>Administration Staff Community Partners</p>	<p>Stakeholder Commitment to Program</p>		

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.) <b>(KM)</b></p>	<p>Continue Character Education Program delivered monthly to student body</p> <p>Increase number of Partners in Education</p>	<p>Community Participation Log</p> <p>Number of Partners in Education</p>	<p>Administration Staff Community Partners</p>	<p>Stakeholder Commitment to Program</p>		
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<p><i>District Focus Priorities 2016-2019</i></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>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>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Aggressively seek highly effective candidates as early as possible</p>	<p>Date fully staffed for 2017-18</p>	<p>Administration Staff</p>	<p>Professional Networking Contacts</p>		
<p>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>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide New Teacher Induction Program Implement Professional Learning focused on FFAS Provide opportunities for outside Professional Learning based on individual request(s)</p>	<p>Participation in Program Participation in Professional Learning</p>	<p>Administration Staff</p>	<p>In-House Trainers School focused Professional Learning Funding</p>		
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>	<p>Remediate those staff as required by TKES evaluation Implement Formal Remediation (PLP) Provide Informal Remediation (Mentoring)</p>	<p>Increased TKES performance</p>	<p>Administration Staff</p>			



## High School Key Trends: Kennesaw Mountain

Trend	Kennesaw Mountain			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	81.1%	84.1%		78.2%	81.4%	
Five-year Graduation Rate	88.4%	83.4%		78.8%	81.7%	
Lexile Levels 11th Grade	34.7%	73.8%		56.4%	66.7%	
College Ready	57.4%	52.6%	56.4%	43.8%	44.8%	51.7%
On-track for Graduation	75.6%	79.9%	82.5%	73.5%	76.8%	87.2%
Career Ready	54.9%	44.9%	41.9%	55.1%	52.0%	47.3%
Advanced Academics	61.1%	63.1%	65.2%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	68.0%	78.5%	67.2%	62.9%	63.8%	64.7%
CCRPI Score	79.8	90.1		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.