

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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD and Kennesaw Mountain-KM)</i></p>	<p style="text-align: center;">2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u></p>					<p style="text-align: center;">Results Of Key Actions: <u>(Due June 30, 2017)</u></p>	<p style="text-align: center;">Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</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	N/A
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Participate in Flexible Formative Assessment System (FFAS) Cohort for 2016-17 with provided CCSD support</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>91.7% attendance rate for core PL</p>	M	
	<p>Meet weekly in core content area professional learning communities (PLCs)</p>	<p>PLC minutes</p>		<p>Common planning by core content area</p>	<p>Not measured</p>	M	
<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>Meet weekly in content area PLCs *PLC Expectations: Select key standards for unit Develop common assessments Student progress monitoring Plan for re-teaching and remediation</p> <p style="text-align: center;">Expected Result: Student standard mastery</p>	<p>Flexible Formative Assessments in CTLS PLC minutes</p>	<p>Administration Instructional Staff</p>	<p>Common planning by core content area</p>	<p>Assessments in CTLS: 34 math 7 English 3 science 6 social studies</p>	M	

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</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>91.7% attendance rate for core PL</p>	<p>M</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> 1. Implement a close reading initiative in 9th Lit, 10th Lit with Reading Support, and American Lit 2. 9th Lit with Reading Support (Freshman University) for students identified by Reading Inventory (RI) and other measures 3. 10th Lit with Reading Support (Sophomore University) for students from 2015-16 Freshman University whose RI measures show need for continued reading support 	<ol style="list-style-type: none"> 1. Baseline and end of semester results of students' ability to analyze a prose passage 2. Lexile growth measured through RI & EOC 3. Lexile growth measured through RI & EOC 	<p>Administration 9th Lit , 10th Lit & Am Lit Teachers Reading Support Teachers</p>	<p>READ180 licenses supplied by county RI supplied for 9th graders by county</p>	<ol style="list-style-type: none"> 1. Not measured 2. For 9th Lit with Reading Support students: 60.9% ≥ 40 pt. RI growth Avg. 71.9 pt. RI growth 25.0% increase in students scoring Developing or Proficient on Milestone 3. For 10th Lit with Reading Support students: 30.0% ≥ 40 pt. RI growth Avg. 34.4 pt. RI growth 	<p>NM M M</p>
<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>	<ol style="list-style-type: none"> 1. Administer Math Inventory (MI) diagnostic test to all 9th grade students 2. Student Progress Monitoring in Support EOC courses 3. Through PLCs, support development of standards-based strategies for student improvement in Support courses 	<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 9th graders by county Common planning for PLCs</p>	<p>94.9% of 9th graders took MI for one administration. Course Test Average Foundations Fall – 77.4% Algebra I Spring – 77.2% Geometry Fall – 78.2% Spring – 74.6% Pass rates: Foundations Fall – 78.4% Spring – 92.9% Algebra I Spring – 84.0% Geometry Fall – 90.4% Spring – 87.9% Algebra II Fall – 84.4% Spring – 91.0%</p>	<p>M M M</p>

7. Increase number of students academically completing every grade.(S)	Meet weekly in PLCs* to plan for remediation and support of student learning in core content areas.	PLC minutes	Administration Instructional Staff	Common planning for PLCs	Not measured	M
	Provide after school Credit Recovery (5th period)	Percentage of credits successfully recovered through Credit Recovery		Staff funding through 20-day funds	66.7% of credit recovery courses ended in the student receiving course credit	M
	Provide Course Extension (2 weeks of time to complete course with grade of 65-69)	Percentage of credits successfully completed through Course Extension		Staff funding through 20-day funds	Percent of students successfully completing Course Extension Fall – 67.9% Spring – 73.4%	M
	Provide Credit Repair (Saturday re-test)	Student attendance at Credit Repair		Staff funding through 20-day funds	119 students attended credit repair	M
8. Other: Increase first-year 9th grade promotion rate. (KM)	Graduation 20-20 Initiative <ul style="list-style-type: none"> Academic and social support for identified first time 9th graders Dedicated 9th grade counselor Mentor teachers 	Percentage of Grad 20-20 students promoted to 10 th grade	Administration Instructional Staff Counseling Dept.	Funding for student incentives	51.9% of Grad 20-20 students were promoted to 10th grade	M

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 IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u></p>					
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</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: <u>(Due June 30, 2017)</u></p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</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"> not reading on grade level (Lexile) unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) not on-track for graduation (S) 	<p>Teach year-long reading support classes for 9th & 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 & 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 & MI for all 9th grade students</p>	<p>For 9th Lit with Reading Support students: 60.9% ≥ 40 pt. RI growth Avg. 71.9 pt. RI growth 25.0% increase in students scoring Developing or Proficient on Milestone</p> <p>For 10th Lit with Reading Support students: 30.0% ≥ 40 pt. RI growth Avg. 34.4 pt. RI growth</p> <p>100% of 9th grade reading support students were scheduled for Environmental Science</p> <p>90.4% of 9th graders earned at least 1 math credit</p>	<p>M</p> <p>M</p> <p>M</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></p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.) (KM)</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>	<p>66.7% of credit recovery courses ended in the student receiving course credit</p> <p>Percent of students successfully completing Course Extension Fall – 67.9% Spring – 73.4%</p> <p>119 students attended credit repair</p> <p>Percent of ELs with positive movement from one performance band to a higher performance band on ACCESS SY2015-16 – 55.263% SY2016-17 – Data not available yet</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</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 IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Key Actions: (List as many actions as needed in each box.)</p> <p>Convene with School Council Convene with PTSA Executive Board Convene with Magnet Executive Board</p>	<p>Measured by:</p> <p>Meeting Minutes</p>	<p>Owner(s):</p> <p>Administration Staff Parents Community Partners</p>	<p>Resources Needed:</p> <p>Stakeholder Commitment to Boards</p>	<p>Results Of Key Actions: (Due June 30, 2017)</p> <p>School Council met 4 times in SY2016-17 PTSA Executive Board met 11 times in SY 2016-17 Magnet Executive Board met 7 times in SY 2016-17</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p> <p>M M M</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Engage parents through PTSA, Open House, School Council, athletics, and fine arts events. 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>Not measured</p>	<p>IP IP</p>

Other: (Priorities specific to school, division, or area. Can be multiple.) (KM)	Continue Character Education Program delivered monthly to student body	Community Participation Log	Administration Staff Community Partners	Stakeholder Commitment to Program	Not measured	M
	Increase number of Partners in Education	Number of Partners in Education			7 Partners in Ed	IP

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>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>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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</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>Fully staffed as of June 6, 2017</p>	<p>M</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. (IE²)</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. (IE²) (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>100% of new teachers participated in New Teacher Induction Program 91.7% attendance rate for core PL 14 professional learning opportunities provided to staff outside the school</p>	<p>M M M</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 (IE²)</p>	<p>Remediate those staff as required by TKES evaluation</p> <p>Implement Formal Remediation (PLP)</p> <p>Provide Informal Remediation (Mentoring)</p>	<p>Increased TKES performance</p>	<p>Administration</p> <p>Staff</p>		<p>Percent of Staff Level IV on TKES: SY2015-16 – 11.0% SY2016-17 – 13.3%</p> <p>4 teachers received mentoring support during SY2016-17</p>	<p>M</p>
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