

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)</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:</p> <p style="text-align: center;">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: <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>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p><i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Increase EOC, AP, PSAT, SAT, and ACT scores, and strengthen college & career readiness skills to compete nationally.</p> <p>Continue professional learning that is data driven by department.</p> <p>Increase stakeholder satisfaction and opportunities for involvement in regard to student instruction.</p> <p>Academic disciplines will focus on an area(s) that needs improvement and create a vertical team plan.</p> <p>Continue to integrate state benchmarks within our STEM program to achieve State certification.</p> <p>Incorporate ACT/SAT practice problems and readings into the curriculum to increase scientific literacy and align with the new SAT.</p> <p>Incorporate Universal Screener and Read 180 to identify student strengths and weaknesses.</p>	<p>Standardized formative and summative results provided by College Board, ACT and Georgia State Department of Education</p> <p>Documentation of professional learning activities and departmental collaborative meetings</p> <p>Stakeholder Survey results as part of the advanced/SACs review process</p> <p>Monitor the GADOE STEM progress for STEM certification.</p> <p>Compare and review practice questions, readings and assessments in Horizontal and Vertical Team meetings.</p> <p>Use reports from Universal Screener and Read 180 to create individualized instruction.</p>	<p>LHS Professional Learning Communities: Horizontal Teams, Vertical Teams, STEM Team and Administration</p> <p>LHS Faculty</p>	<p>Continued access to data, professional development opportunities, additional specialized reports to address specific areas of concern, ideally generated through Synergy</p> <p>Host SAT Prep courses at Lassiter.</p> <p>Continued professional learning development opportunities and current student data reporting</p> <p>Continue to provide staff the survey results and allow times in collaborative groups to reflect.</p> <p>Continued support from CCSD, PLTW, grants and community for the implementation process.</p> <p>Continued access to Universal Screener and Read 180.</p>			

<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>Sound and solid syllabi and pre-planning of formative assessments and timelines.</p> <p>Maintaining regular communication between horizontal teams to review pacing and the development of formative assessments.</p> <p>Create a Vertical Team Plan in core areas.</p> <p>Provide meaningful summer assignments.</p>	<p>Utilization of Skype for Business for collaboration especially for teachers with singleton courses</p> <p>Documentation of Horizontal Team Meetings and Vertical Team Meetings</p> <p>Feedback of summer assignment assessments</p>	<p>LHS Faculty</p>	<p>Access to Skype for Business</p> <p>Professional Development on formative assessments</p>		
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide deliberate and meaningful professional learning opportunities during collaborative meetings and in -service days.</p> <p>Revisit College Board Training -integration of PSAT/SAT strategies.</p> <p>Schedule common planning periods within departments.</p>	<p>Lunch and Learn participation</p> <p>Usage of CTLS</p> <p>Use of time during advisement for PSAT strategies</p>	<p>Administration</p>	<p>Access to Khan Academy</p> <p>Access to CTLS</p> <p>Access to School Strategic Plan Blog</p>		
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Strategic student scheduling.</p> <p>Administrative involvement in horizontal team meetings.</p> <p>Create Support Block course for Algebra Foundations.</p> <p>Utilize time in Academic Support Enrichment (ASE).</p> <p>Identify weaknesses on PSAT and integrate strategies in class, ASE, and advisement.</p>	<p>Grade Profile Reports</p> <p>EOC Scores</p> <p>SLO Scores</p> <p>Pre/Post Formative Assessment Scores reported to Horizontal Team Lead</p>	<p>Administration and Faculty</p>	<p>Common Planning Time</p> <p>Academic Support Enrichment Schedule</p>		

<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Strengthen lessons with critical thinking, reading skills, vocabulary integration including academic vocabulary, and Marzano’s Instructional Strategies.</p> <p>Strengthen Academic Support Enrichment (ASE) Schedule with very intentional scheduling.</p> <p>Development of Lassiter Summer Academy to remediate and retake courses students failed.</p> <p>Re-incorporate 9th week progress report with student conferencing.</p> <p>Intensive intervention with students who are failing two or more classes.</p>	<p>On-track reports</p> <p>ASE scheduling</p> <p>Summer Academy data</p> <p>Usage of Academic Vocabulary list on shared network drive</p> <p>Documentation of 9 Week Progress Conferences</p>	<p>LHS Horizontal Teams, Faculty, Counselors and Administrators</p>	<p>Access to reports in On-track</p> <p>Summer Academy Program</p> <p>Access to Online courses</p> <p>School Strategic Plan Google Doc</p> <p>9 Week Progress Report Conference Form</p> <p>Use of Athletic Academic Coach position</p>		
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Use of PSAT 8/9 data for placement of rising 9th graders.</p> <p>Establish goals that address SSP & align to Common Core standards, instruction, & assessments (technology integration included).</p> <p>Create Common Summer Reading that incorporates English, SS and Science.</p>	<p>Continue horizontal & vertical teaming to strengthen best practices</p> <p>Community Service Hours Contract</p> <p>Teacher feedback on current 9th grade summer reading model</p> <p>Professional Learning and/or subject area book studies on Project Based or Problem Based learning</p> <p>Horizontal grade teams will create assignments based on the current 9th grade model.</p>	<p>Administration, STEM Team, Counselors, and Teachers</p>	<p>PLTW Grant</p> <p>Common Planning</p> <p>Community Service Opportunities</p> <p>PSAT, AP and SAT</p> <p>Comprehensive Data Reports</p> <p>On-going grant applications</p> <p>Community Service Reporting Form</p>		

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

<p>District Focus Priorities 2016-2019</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>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Review CogAT scores and utilize to properly place students in appropriate classes.</p> <p>Develop, implement, and support new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom.</p> <p>Target students in need of support (such as Special Ed & ESOL) & enroll in appropriate ASE class.</p> <p>Place current AP students in need of support & enroll in ASE AP class to focus on necessary skills; Identify weaknesses on AP exams and integrate skill-building in AP classes.</p> <p>Utilize Advisement time for PSAT strategies (Khan Academy).</p>	<p>Number of students taking honors and AP courses. Include duplicated and unduplicated.</p>	<p>Administration and Faculty</p>	<p>Continued access to student assessment reports</p> <p>Access to Kahn Academy</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"> 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) 	<p>Increase student achievement in common core literacy skills by continuing to focus on critical thinking & reading skills & argumentative writing</p> <p>Continue to offer Block Support Math Course.</p> <p>Offer credit recovery online.</p> <p>Create opportunity for interdisciplinary teacher collaboration.</p>	<p>Time spent during, Saturday School, and detention for tutoring opportunities</p> <p>Create more opportunities for credit recovery through flexible scheduling.</p>	<p>Horizontal Teams, Math Department Administration, Department Chairs and Counselors.</p>	<p>20 Day Money</p> <p>Continued access to credit online recovery</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>Other: Enhance existing programs to further develop college and career paths</p> <p>Increase enrollment in Advanced Placement courses and increase Advanced Placement test scores</p> <p>Cultivate cross curricula STEM activities, communication, and collaboration among our staff</p>	<p>Increase number of students in Work-Based Learning Program.</p> <p>Post activities and professional resources on STEM Blackboard. Distribute individual AP Potential reports to students during registration.</p>	<p>Recruiting efforts.</p> <p>Enrollment in AP courses and exam scores Career Pathway Participation and Completion and number of Industry Credentials</p>	<p>CTAE teachers, Administration and Counselors</p>	<p>CCRPI</p> <p>AP, EOC and SLO reflection sheet for horizontal team meetings</p>		
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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>	<p>Increase stakeholder satisfaction and communication.</p> <p>Increase stakeholder participation in PTSA, School Council, & school events.</p> <p>Continue to strengthen communication via PTSA Newsletter, email blasts, website, Twitter and new Lassiter APP for mobile devices.</p>	<p>Surveys and parent participation</p> <p>Re-post updates of SSP on website quarterly</p>	<p>Administrators and Counselors</p>	<p>Continued access to communication venues</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Collaborate with PTSA</p> <p>Increase key Parent Nights</p> <p>Gather feedback forms</p>	<p>PTSA meetings and elbast.</p> <p>Participation at Parent Nights</p> <p>Survey Data</p>	<p>Administrators and PTSA</p>	<p>Continued access to communication venues</p>		

<p>Other: Advance innovative ways to engage the community and parents in the educational process: Realities of Rigor, Grade Level parent night meetings, freshman orientation, 9th and junior advisement.</p> <p>Increase strategic partnerships with businesses, post-secondary institutions, and community leaders to fully integrate college and career</p> <p>Expose students to a unique and explicit curriculum for STEM students</p>	<p>Create communication and efficient processes for instructional information.</p> <p>Teachers attend STEM workshops & AP institutes for cross curricula development involved with math, science, and CTAE competitions.</p> <p>Train STEM Cohort English and Science teachers through the STEM Academy.</p> <p>Cultivate partnerships with business/community/ and post-secondary. Start Lassiter Ambassador Program/Continue Renaissance Program.</p>	<p>Participation in Parent Nights</p> <p>Quarterly minutes of School Council posted on website</p> <p>STEM Blog</p>	<p>Administrators and Counselors</p>	<p>Partnerships with business/community and post-secondary</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>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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (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: (Due June 30, 2017)</p>	<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p>Administration attends CCSD Job Fair.</p> <p>Administration meets to analyze critical needs of school when making hiring decisions and Include content specific department chair in recruiting and hiring process.</p> <p>Create selection committee that includes appropriate stakeholder representation for filling high profile jobs.</p> <p>Administrative assignments to specific departments to maintain academic focus.</p>	<p>Attendance at Job Fairs</p> <p>TKES Platform data from Self-evaluations, Goal setting and review</p> <p>Student survey data</p> <p>Survey and minutes from Selection Committee</p> <p>Use PSAT data questions and EOC teacher reflection for goal setting</p>	<p>Administration and Department Chairs</p>	<p>Access to STAR</p> <p>Time to attend job fairs</p> <p>Communication and strong relations with key stakeholders</p> <p>Survey for Stakeholder input for hiring high profile positions</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)	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)	<p>Provide teachers with the resources and training needed to enhance instruction.</p> <p>Provide common planning so that seasoned or veteran teachers have opportunities to work one on one with new teachers.</p> <p>Encourage teachers to attend AP summer institute.</p> <p>Update SSP Google Doc.</p>	<p>Usage of AP Teacher reflection sheet with goal setting and results.</p> <p>Horizontal team notes and reflections</p> <p>Attendance at AP Summer Institute</p> <p>Use of SSP Google Doc</p>	Administration, Department Chairs, and Horizontal Team Leaders	<p>Access to professional development including in person and webinars.</p> <p>SSP Google Doc</p>		
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)	<p>Professional development based on TKES and LKES results.</p> <p>Engage teacher leaders to lead certain staff development to help increase TKES performance.</p>	TKES and LKES results	Administration and Teacher Leaders	Continued access to reports on TKES and LKES Dashboard		
Other: Maintain an environment where strong relationships between teachers and administrators is supportive and an environment that empowers staff.	Encourage both teachers and students to take ownership in their role in education.	Faculty and Student Recognition Programs	LHS Staff	Common Planning, Student and Teacher awards and recognition		

High School Key Trends: Lassiter

Trend	Lassiter			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	91.5%	93.8%		78.2%	81.4%	
Five-year Graduation Rate	91.9%	93.0%		78.8%	81.7%	
Lexile Levels 11th Grade	83.6%	84.8%		56.4%	66.7%	
College Ready	65.5%	69.4%	83.2%	43.8%	44.8%	51.7%
On-track for Graduation	84.3%	86.6%	85.4%	73.5%	76.8%	87.2%
Career Ready	78.9%	85.7%	84.6%	55.1%	52.0%	47.3%
Advanced Academics	78.3%	77.7%	81.0%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	65.8%	74.4%	72.0%	62.9%	63.8%	64.7%
CCRPI Score	93.0	98.7		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.