

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)	Implement the cyclical six-step PLC process with fidelity	PLC Meeting Minutes	Teachers	CTLS ALEKS Data Analysis Tools		
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)	Collect common formative assessments, collect assessment data, and determine effective instructional processes to make instructional adjustments as needed in all content areas.	Common formative assessments Data analysis within PLCs Instructional changes on lesson plans in all content areas	Teachers Administration	iRespond CTLS		
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Provide professional learning for Cohort 3 CTLS Trainings, STEM Cohort, and any individual needs of the PLCs	Teacher surveys PLC Data Professional Development Application	Teachers Administration	Trainers Technology		
5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Continue to implement school-wide literacy plan Summer Reading Camp	Lexile scores SRI Scores Newsela	Teachers	Technology Software		

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Provide scaffolding for students through support classes Summer math camp Differentiate instruction using formative assessment data	Pre/post test scores Formative assessment	Administration	Technology CTLS Pre/post test Plato USA Test Prep ALEKS		
7. Increase number of students academically completing every grade.(S)	Allow student access to alternative programs to earn graduation credit. Implement McEachern Academic Success Program (MASP) Continue to implement the Coaching Model for our SWD population	Class grades	Teachers Administration Counselors	Software Technology 20 Day funds		
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						Focus Priority Status: NM = Not Met IP = In Progress M = Met
	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 Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)							
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Grad Point, creative scheduling, independent course study, coaches model, STEM Pathway, Distance Learning, MASP	Number of credits earned, recovered, or accelerated	Teachers Administration	Software, technology, 20 day funds			
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE ²)	N/A	N/A	N/A	N/A	N/A		

Provide targeted resources for students 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)	1. Scaffolding course/small group classes, Read 180, MASP 2. Scaffolding course/small group classes, Support Classes, MASP, ALEKS 3. Offer Grad Point/Plato/Credit Extension before and after school, MASP	Increased Lexile scores Number of students receiving credits	School wide	Read 180 Lexile Software Plato Grad Point LMS ALEKS SRI/SMI Newsela		
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.)						

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

District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
	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

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Continue school council Increase PTSA involvement Endowment Fund support Continue Academic Council for Excellence (ACE) Continue McEachern Coffee Talks Sponsor class breakfasts Create principal/student advisory group Continue Chief Chats Increase electronic/social media presence Continue MOM's (Moms of McEachern)</p>	<p>Surveys Participation numbers</p>	<p>All stakeholders Administration</p>	<p>Facilities Refreshments Technology</p>		
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Continue school council Continue ACE Continue McEachern Coffee Talks Sponsor class breakfasts Continue MOM's 9th and 11th grade Advisements AP Parent Night Athletic, Band, Chorus, Orchestra, and ROTC Booster Clubs Financial Aid Night Implement ESOL Parent Information Night Continue PTSA Three for Me Program Continue counseling after dark sessions</p>	<p>Participation Numbers</p>	<p>All Stakeholders Administration</p>	<p>Facilities Refreshments</p>		

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Professional Development in CTLS, STEM, Classroom Management, Synergy, and Formative Assessments	Department specific progress monitoring TKES assessment Classroom walk-throughs PLC Meeting Minutes Teacher surveys from trainings	All stakeholders	Facilities Technology Trainers Software		
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)	Partner teachers Individual Learning plans Leadership opportunities Strategies to move levels in TKES	TKES scores Surveys	Teachers	Staff time TKES website		
Other: (Specific to school, division, or area. Can be more than one.)						

High School Key Trends: McEachern

Trend	McEachern			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	81.4%	77.5%		78.2%	81.4%	
Five-year Graduation Rate	77.6%	82.5%		78.8%	81.7%	
Lexile Levels 11th Grade	42.5%	58.1%		56.4%	66.7%	
College Ready	21.0%	16.6%	25.5%	43.8%	44.8%	51.7%
On-track for Graduation	68.9%	72.0%	79.5%	73.5%	76.8%	87.2%
Career Ready	41.9%	58.3%	41.6%	55.1%	52.0%	47.3%
Advanced Academics	53.6%	53.3%	54.7%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	60.8%	73.6%	67.4%	62.9%	63.8%	64.7%
CCRPI Score	71.4	79.7		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.