

## 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)</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>	<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>N/A</b></p>
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Collaborate with content-specific teachers to organize and examine student progress data and create adjustments to instruction to increase success for all students</p> <p>Collaborative grouping to target 9th grade using SRI/SMI data.</p> <p>Monitoring of lower quartile students in Math and English</p> <p>Professional development- OnTrack data reports</p>	<p>SLO EOC AP Tests EOPA</p>	<p>Administrators Teachers Students</p>	<p>Updated data Content-specific, instructional resources</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>Weekly collaboration meetings to create and revise formative assessments to monitor student progress and adjust instruction</p> <p>Professional learning on assessment strategies</p> <p>Utilize Touchstone and Student Learning Objectives via CTLS</p>	<p>Formative Assessments SLO Touchstone (collected in CTLS) Collaborative team meeting minutes</p>	<p>Teachers TTIS Administration</p>	<p>Common planning organized by content area</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Local and district wide collaborative efforts to identify professional learning needs among faculty.</p> <p>Progress monitored by team minutes that emphasize scope and sequence, data analysis, and re-teaching strategies (also by specific content areas)</p> <p>School wide professional learning on instructional learning and assessment</p>	<p>TKES ratings EOC SLO</p>	<p>Administration Teachers</p>	<p>TTIS</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>SRI data to guide instruction based on Lexile levels</p> <p>Implement Read 180 to a larger portion of our student population (SPED and ELL currently served in program)</p> <p>Use of Systems44 to improve reading comprehension among lower performing students</p> <p>Provide professional development for teachers on reading strategies</p> <p>Targeted interventions through after school tutoring for students with a grade below a 73</p>	<p>SRI EOC Formative assessments</p>	<p>Teachers Students Administration Lead teacher</p>	<p>Previous Lexile scores</p> <p>Licenses and /or staffing to accommodate freshmen, SWD, and/or ELL students who need to be served via Read 180</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Improve math skills by providing weekly remediation or enrichment through the Warrior Wednesday and after school tutoring with EOC-backwards design.</p> <p>Continued use of Touchstone assessments/assessment items via CTLS</p> <p>Targeted interventions by certified math teachers through after school tutoring for students with a grade below a 73</p> <p>School wide screening of all 9<sup>th</sup> graders through SMI</p>	<p>SMI EOC SLO Ongoing formative assessments</p>	<p>Warrior Wednesday Committee Teachers Students Administration</p>	<p>73 and below collaborative document.</p> <p>Computer-based program recommendations directly correlated to SMI results and/or professional learning opportunities</p> <p>20-Day Funds</p>		
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<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Identify teachers to provide remediation for core courses through Warrior Wednesday to prevent student retention</p> <p>Increase targeted remediation at 4, 8, 12, and 16 week marking period through GradPoint.</p> <p>Tutoring opportunities via After School Program, Course Extension, and Credit Recovery</p> <p>Literature repeater classes offered as GradPoint repeater courses with priority given to students who failed more than once, and offered to all student who have failed 9<sup>th</sup> and American Literature for second semester.</p> <p>Graduation Task Force to monitor and support students that are credit deficient</p> <p>Monitoring and supporting to students within bottom quartile (math and ELA)</p> <p>Blended course offerings for seniors in need of 8+ credits to graduate.</p> <p>Use of PLC's to identify and support struggling students (73 and below)</p>	<p>Ongoing formative assessments</p> <p>Students' grades in core courses</p>	<p>Warrior Wednesday Committee Teachers Students GradPoint Teachers Counselors</p>	<p>Bottom quartile identification process 20-Day Funds 30 classroom computers</p>		
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<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue administrative support for teacher collaboration in PLC's</p> <p>Provide regular feedback to faculty and staff on achievement of goals</p> <p>Blended distance learning</p> <p>Cross curricular collaboration to provide varied learning experiences.</p>	<p>Collaboration Log Documentation of regular communication</p>	<p>Administration College and Career Readiness committee</p>	<p>School-wide calendar to include collab locations and times as well as regularly scheduled feedback times</p>		
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**Board Goal 2: Differentiate resources for students based on needs.**

<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>Focus Priority Status:</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> (Due June 30, 2017)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Continued implementation of Bio Technology and Honors Biology class where students can earn multiple credits.</p> <p>Algebra/Geometry year-long hybrid course for students who fail Algebra to get them back on track for graduation.</p> <p>Essentials of Healthcare and Human Anatomy class which students can earn multiple credits.</p> <p>Literature circles based on Lexile levels</p> <p>Content specific reading strategies</p>	<p>Synergy entries for formative and summative assessments</p> <p>Percentage of students successful at midterm and final</p> <p>Increased percentage of students passing courses</p>	<p>Dr. Gorlin Algebra I and Geometry teachers</p> <p>Health Science teachers</p> <p>Broad field Physics or Chemistry teachers</p>	<p>Extended Day funding for at least two teachers to create a section or sections for suggested courses</p> <p>Physical Science textbooks, equipment updates and replacements</p>		

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	
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<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1a. Administer SRI to all freshmen, SWD, and ELL students</li> <li>1b. Increase the number of student placements in Read 180 and/or Systems 44 for reading assistance</li> <li>1c. Continue ESL and Special Education Read 180 Program</li> <li>1d. "App-y Hour" for teachers to share technological advancements used with mobile devices.</li> <li>2a. Administer SMI to all freshmen, SWD, and ELL students</li> <li>2b. Use computer-based test practice modules (GOFAR, USA TestPrep, McGraw-Hill, etc.) to simulate online testing environments.</li> <li>2c Quarterly math parent nights</li> <li>3a. Identify seniors and other grade level students who need 7+ credits for graduation</li> <li>3b. Determine if courses needed are for recovery or first time courses</li> <li>3c. Meet with students and parents to discuss recovery/first time opportunities</li> <li>3d. Initiate in-school and out-of-school opportunities for students to complete recovery/first time courses with computer-based programs</li> </ol> <p>Remediation through Warrior Wednesday</p>	<ol style="list-style-type: none"> <li>1. Lexile scores from SRI</li> <li>2. Quantile scores from SMI</li> <li>3. Performance in GradPoint or other computer-based program</li> </ol>	<p>Administration Counseling Department</p>	<p>Read 180 and Systems 44 licenses for increased number of students Allotments to provide teacher(s) for Read 180/Systems 44 position(s) 20-Day Funds or Extended Day funding to compensate teachers</p>		
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<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.)</p>	<p>AP Access and Support School AP Merit School AP Achievement School AP Humanities School</p> <p>Magnet advisors to focus on strategies that increase holistic success in the magnet program</p>	<p>AP Participation and Performance (College Board)</p>	<p>Magnet Department</p>	<p>Ongoing professional development among AP faculty</p> <p>Continue to develop enrichment program processes- for AP Programs (ex. Student identification, etc.)</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 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>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><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>Student liaisons to assist in school functions and important information for parents via email and phone</p> <p>Student Connect to integrate new students to NCHS culture</p> <p>Mobile web application-The Tribe</p> <p>Academic evenings to review for high stakes tests (specifically EOC Milestones) – would need to be done twice a year</p> <p>College Night</p> <p>Hispanic Heritage night</p> <p>Maintain and continue community involvement in both Acworth and Kennesaw (ABA-KBA)</p> <p>North CobbTube</p> <p>Suggestion Box</p> <p>Student recognition program that promotes academic achievements/progress</p>	<p>Parent attendance at school functions (Formative) and stakeholder survey results.</p> <p>Student attendance at review nights.</p> <p>Parent attendance at parent forums and stakeholder survey results.</p> <p>Stakeholder Survey</p>	<p>Student Liaisons</p> <p>EOC Teachers and administrators</p> <p>Counseling department</p> <p>Administration and staff</p>	<p>Phone and email access (creating student emails)</p> <p>Food – either purchased or donated by community businesses.</p> <p>Speakers, communication to parents of upcoming events, and space to hold events.</p>		

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Increased membership in PTSA Parent Facilitator</p> <p>Maintain parental involvement in Warrior 101</p> <p>Magnet Foundation and Advisory Board</p> <p>Parent participation in homecoming, parade, screen on the green, canned food drive, and other school related activities.</p> <p>Golden Tomahawk teacher recognition program</p> <p>Off campus parent outreach program</p>	<p>Number of PTSA members in good standing</p> <p>Parent attendance on the first Wednesday of each month.</p> <p>Support for student driven initiatives</p>	<p>PTSA Office staff Counseling Administration Magnet Coordinator Magnet Advisor</p>	<p>Assistance in payment of dues for non-teachers</p> <p>Direct calls to each new parent</p> <p>Magnet 501c3</p> <p>Community partners to help fund student programs</p>		
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Stakeholder engagement</p> <p>Partner in Education development</p> <p>“We are Orange” marketing campaign</p> <p>Meet with School Council, PTSA, Business Associations, etc</p> <p>School wide newsletter</p>	<p>Student involvement and performance</p> <p>Student satisfaction on stakeholder survey</p> <p>Meeting minutes</p>	<p>Warrior Wednesday Committee</p> <p>Student Leadership Team and Tribal Connections</p>	<p>TKES survey results</p>		

**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>Seek to hire highly qualified applicants in core content areas</p> <p>Content certified special education and ESOL teachers</p> <p>Encourage current staff to obtain gifted certification and/or certification in other priority areas</p>	<p>Talent Ed Clearance</p> <p>Completion of endorsement class or successfully passing GACE</p>	<p>CCSD HR Department and Administration</p> <p>Administration and Staff Members</p>	<p>Allotments</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>	

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	<p>Provide school wide professional learning on instructional framework and assessment</p> <p>Training and support for teachers during common planning/collaboration time</p> <p>New teacher academy</p> <p>Teacher mentors for new teachers</p>	<p>Teacher results on stakeholder survey.</p> <p>Trainings occurring in each department and collaboration log data</p>	<p>Administration Teacher Leaders</p> <p>Department Leaders, Administrators, and Teachers</p>	<p>Teacher input on useful training sessions</p> <p>Teacher input on trainings, and teachers willing to train each other.</p>		
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Identify teachers who scored Level 1 and Level 2 for standards based on teachers' walkthroughs and formative assessment- Assign professional learning through the TKES platform as needed	TKES Data	Administrators	HR Evaluation Office support		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)	Encourage teachers to obtain additional endorsements and/or certifications	Course Completion	Teachers Magnet Adviser	District provided information regarding programs offered and the value of the endorsement s/certifications		

## High School Key Trends: North Cobb

Trend	North Cobb			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	82.9%	83.7%		78.2%	81.4%	
Five-year Graduation Rate	83.6%	85.3%		78.8%	81.7%	
Lexile Levels 11th Grade	58.4%	67.2%		56.4%	66.7%	
College Ready	40.4%	38.8%	41.3%	43.8%	44.8%	51.7%
On-track for Graduation	86.9%	86.3%	88.9%	73.5%	76.8%	87.2%
Career Ready	76.0%	59.0%	59.7%	55.1%	52.0%	47.3%
Advanced Academics	57.8%	56.4%	58.7%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	52.9%	59.5%	57.7%	62.9%	63.8%	64.7%
CCRPI Score	76.0	81.7		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.