

## 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;"><u>Focus Priorities:</u> <i>(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;"><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;"><b>Key Actions:</b> actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by: Needed:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources (List as many</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>Provide PL focused on rigor and assessment uses and strategies (TKES 5, 6, 8) to include DOK Levels and creating higher DOK Tasks</p> <p>Monitor critical subgroup progress every 6 weeks (EL's and SWD's)</p> <p>Create remediation and course extension opportunities for students both during and after the school day</p>	<p>Pass Rate on Milestones, SLO's and Pathway EOPAs</p> <p>Data artifacts from data teams</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Admin</p> <p>Content Paras</p>	<p>Title I, Title 2, SFPD, and SIG funds for subs/release time</p>	<ul style="list-style-type: none"> <li>Teams are in the process of making sure that DOK levels are labeled on assessments. Curriculum reviews have been conducted for each EOC course.</li> <li>ALL teachers are required to complete the EL monitoring forms every 6 weeks. There was EL Training on January 18, 2017 on how to</li> </ul>	M

					<p>complete the form.</p> <ul style="list-style-type: none"> <li>• Course Extension was offered during school on Jan 13 and during and after school on January 17, &amp; 18 and May 30 – June 2 for all core subjects. Data was shared with Leadership Team.</li> </ul>	
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<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>Continue the on-going creation and revision of common formative assessments through core data teams</p> <p>Examine student work (constructed response) in all data teams to facilitate discussion about student performance</p> <p>Professional Learning focused on Assessment Uses/Strategies</p> <p>PL for data technicians, facilitators, and recorders on an “as needed” basis</p> <p>Create at least 3 common formative assessments per core data team.</p>	<p>Course pass rates</p> <p>EOC Pass Rates</p>	<p>Academic Coaches</p> <p>Admin</p> <p>Teachers</p> <p>Content Paras</p>	<p>Title I, Title 2, SIG, and SFPD funds for subs/release time</p>	<ul style="list-style-type: none"> <li>• Core data teams are required to create, use, and analyze at least 3 common formative assessments.</li> <li>• Some teams have participated in collaborative scoring of student CRQs (i.e., ELA ESOL Vertical Team, FLP team, Geometry SEM team).</li> <li>• All teachers were trained on using ACCESS data to select GOTO strategies in Fall</li> <li>• The ELA data team facilitators were trained in Fall 2016. A second training is</li> </ul>	<p><b>M</b></p>
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					<p>scheduled in Spring 2017.</p> <ul style="list-style-type: none"> <li>Received CTLS Training Phase 2 Feb. 2 and Phase 1 May 15.</li> </ul>	
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Identify professional learning needs by departments, PLC's, data teams, and Pathway teams.</p> <p>Provide professional learning based on need and requests from teachers, Admin, parapros, etc.</p> <p>Provide professional learning the schoolwide common Instructional Framework on an "as needed" basis</p>	<p>% Teachers scoring overall proficient or higher on TKES Standards 5, 6, 7, &amp; 8</p> <p>Formative walkthrough results</p> <p>Selected PL artifacts</p>	<p>Department Chairs</p> <p>Academic Coaches</p> <p>Teachers</p> <p>Admin</p> <p>Content Paras</p>	<p>Funding from Title 1 , Title 2, SFPD, SIG for subs/release time</p>	<ul style="list-style-type: none"> <li>PL needs are determined through TKES data, GSAPS Recommendations, conversations with Department Chairs and Data Team facilitators.</li> <li>Principal met with all faculty in Sept 2016 to discuss Instructional Framework expectations</li> <li>Instructional Framework walkthroughs were conducted by Instructional Coaches and Admin in Fall 2016. The results were</li> </ul>	M

					shared with Leadership team.	
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<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<p>Provide PL focused on reading and writing strategies on an “as needed” basis</p> <p>Hire a Push-in Reading Teacher for 9<sup>th</sup> grade Communication Skills/9<sup>th</sup> Lit courses</p> <p>Offer small group Reading classes for SWDs who need extra support</p>	<p>Pre-post SRI data for 9<sup>th</sup> graders</p> <p>Lexile level data obtained from 9<sup>th</sup> and 11<sup>th</sup> Lit EOCs</p> <p>Results from Milestones 9<sup>th</sup> and 11<sup>th</sup> ELA</p>	<p>Teachers</p> <p>Academic</p> <p>Coaches</p> <p>Admin</p>	<p>Funding from Title I, Title 2, SFPD, SIG for subs/release time</p> <p>Funding from Title I for Reading Teacher</p> <p>Funding for E-Readers / Books/ Non-fiction materials</p>	<ul style="list-style-type: none"> <li>9<sup>th</sup> Reading Intervention team received PL on writing and reading strategies</li> <li>Literacy Specialist was hired for the 9<sup>th</sup> grade Reading Intervention Course in Fall 2016 (Funded through Title I)</li> <li>ELs and SWDs (and dual served) are served in the 9<sup>th</sup> grade Reading Intervention Course. GEN Ed students are also served in this course.</li> </ul>	<p>M</p>
<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Ensure appropriate math sequencing for students through monthly math vertical team meetings.</p> <p>Monitor implementation of Math DOK Level Training.</p> <p>Implement 6 Elements of an Effective Math Lesson in all Math classes</p> <p>Flexible Learning Program (FLP) offered as an elective math class during the school day</p>	<p>Algebra and Geometry Milestones Pass Rates</p> <p>Course pass rates</p> <p>Diagnostic and Post-test MI results</p> <p>SLO Pre-Post Data for non-EOC courses</p>	<p>Math Teachers (Data Teams)</p> <p>Math Dept. Chair</p> <p>Admin</p> <p>Academic Coaches</p> <p>Content Paras</p>	<p>Funding for PLATO Software</p> <p>Funding from Title I, Title 2, SFPD, SIG for subs/release time</p> <p>Funding for FLP math course manipulatives and materials</p>	<ul style="list-style-type: none"> <li>PLATO Course Software was renewed and AIS was added to the license in January 2017</li> <li>Math Advisory Board (Vertical Team) meets monthly to discuss math sequencing and to conduct curriculum</li> </ul>	<p>M</p>

		<p>PLATO Data From FLP classes</p> <p>Math Semester at a Glance data</p>		<p>Funding from FLP Title I for 2 Math FLP teachers and 2 content FLP paras</p>	<p>reviews of all math courses</p> <ul style="list-style-type: none"> <li>Monitoring of implementation of DOK levels in math data teams is done by the Unit Test Analysis Forms (assessment blueprint)</li> <li>New Math Teachers to OHS were trained on the 6 Elements of an Effective Math Lesson in August 2016</li> <li>Implementation of the 6 Elements is monitored through Department Chair and Instructional Coach Walkthroughs</li> <li>The FLP elective math course is offered during school in Fall 2016 and Spring 2017</li> </ul>	
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<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue creating meaningful activities for Graduation Advocacy groups established 2015-2016</p> <p>Offer Flexible Learning Program (FLP Math) as an elective math class during the school day</p>	<p>Grade level promotion rate</p> <p># students attending after school tutoring</p>	<p>Graduation Advocacy teachers</p> <p>GradAd Committee</p> <p>Counselors</p>	<p>Paper for Grad Ad activities</p> <p>Funding from Title I, Title 2, SFPD, SIG for subs/release</p>	<ul style="list-style-type: none"> <li>Grad Ad was offered in Fall 2016. (Leadership will discussed the future of Grad Ad).</li> <li>Every teacher complete call logs</li> </ul>	M
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	<p>Provide on-going parent communication about student progress every 3 weeks</p> <p>Offer Course Extension opportunities to students who fail eligible courses with a grade of 65 -69.</p> <p>Offer on-going after-school tutoring</p> <p>Offer Grad Point as an online option</p>		<p>Admin</p> <p>Academic Coaches</p> <p>Content Paras</p> <p>Parents</p>	<p>time for GradAd committee member subs</p>	<p>that are due every 6 weeks</p> <ul style="list-style-type: none"> <li>• Fall Course Extension was offered Jan. 13, 17 &amp; 18<sup>th</sup> and May 30-June 2</li> <li>• Tutoring is offered before and after school as needed.</li> <li>• Grad Point was offered as an online option for at risk seniors in Fall 2016 and is continuing Spring 2017.</li> <li>•</li> </ul>	
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Focus on school- wide writing initiative by having all teachers create and evaluate Constructed Response Questions</p> <p>Provide Professional Learning for Constructed Response Questions implementation on an “as needed” basis</p> <p>Provide professional learning on GaDOE Standard I-8 (Student Self-Monitoring) on an “as needed” basis</p>	<p>Milestones CRQ data</p> <p>Examination of student artifacts for I-8 to determine PL next steps</p>	<p>Teachers</p> <p>Academic coaches</p> <p>Admin</p> <p>Content Paras</p>		<ul style="list-style-type: none"> <li>• All data teams (core &amp; noncore) are required to have writing assignments that best match their curriculum demands (i.e. Constructed Response Questions (CRQs), Document Based Questions (DBQ), Free Response Questions (FRQ), Literature Based Questions (LBQ), Narratives,</li> </ul>	M

					<p>Creative Writing, etc.)</p> <ul style="list-style-type: none"><li>• Core team writing assignment data is collected and analyzed by the team using a rubric in Core Courses only in Spring 2017.</li><li>• The School-wide Writing Initiative is outlined in our Data Team protocol.</li><li>• In Spring 2017, “What Is Love” Literacy conference is scheduled along with a Faculty and student Narrative writing contest.</li><li>• Ongoing CRQ Professional Learning was done for teams as needed</li><li>• Professional Learning for I-8 Student Progress was implemented in all pathway teams. Pathway teachers gave peer feedback on rubrics created.</li><li>• Ongoing professional learning will be</li></ul>	
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					provided as needed within data teams.	
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**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> (Due September 1, 2016)</p>					<p><b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> actions as needed in each box.)</p>	<p><b>Measured by: Needed:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources</b> (List as many</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>Conduct Graduation Advocacy Meetings (Advisement) to ensure academic success for all students</p> <p>Form Grad Task Force to identify and provide opportunities for students to take online courses to graduate on time</p> <p>implement a Flexible Learning Program (FLP) for Math to strengthen pre-requisite skill level</p> <p>Offer a Small Group Math courses</p> <p>Offer Foundational courses in ELA and Math</p> <p>Offer Course Extension</p> <p>Hire a 9<sup>th</sup> Grade Reading Teacher</p>	<p>Grad rate</p> <p>Grade level promotion rate</p> <p>Milestones results</p> <p>End of Pathway Assessment (EOPA) pass rate</p>	<p>Grad Advocacy Committee (GAC)</p> <p>Grad Task Force Committee</p> <p>Admin</p> <p>Counselors</p> <p>Graduation Advocacy teachers</p> <p>Grad Point teachers</p>	<p>Grad Point Training</p> <p>Funding from Title I, Title 2, SFPD, SIG for subs/release time for GradAd committee member subs</p> <p>PLATO software</p> <p>Funding for materials for FLP and small group for materials and manipulatives</p>	<ul style="list-style-type: none"> <li>• Grad Ad was offered to all students in Fall 2016</li> <li>• FLP for Math was offered in Fall 2016 during school and is offered in Spring 2017 during school</li> <li>• Foundations of Algebra is offered to 9<sup>th</sup> grade students in Fall 2016 and Spring 2017</li> <li>• The 9<sup>th</sup> Grade Literacy Intervention course was offered in Fall 2016 and the students will continue with 9<sup>th</sup> Lit with the same teachers in Spring 2017.</li> <li>• Fall Course Extension was offered to students with final grade of 65 to 69 on January 13, 17, &amp; 18, 2017.</li> <li>• 9<sup>th</sup> Grade Literacy Specialist was hired . (Through Title I Funds)</li> </ul>	<p>M</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (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>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>1. Hire a 9<sup>th</sup> grade Reading Teacher</li> <li>2. Hire 2 FLP Math teachers and two FLP Paraprofessionals</li> <li>3. Offer FLP, Grad Point, and Course Extension opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. 9<sup>th</sup> and 11<sup>th</sup> ELA Milestones Lexile data</li> <li>2. Algebra and Geometry Milestones data</li> <li>3. grad rate</li> </ol>	<p>Teachers Admin Counselors Content Paras Academic Coaches</p>	<p>Funding from Title I, Title 2, SFPD, SIG for subs/release time</p>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Literacy Specialist was hired for the 9<sup>th</sup> Grade Reading Intervention Course</li> <li>• 2 FLP Math Teachers and 2 FLP Paraprofessionals were hired to teach FLP Math during school in Fall 2016 and Spring 2017</li> <li>• FLP &amp; Grad Point were all offered in Fall 2016 during school; Course Extension was offered January 13, 17, &amp; 18<sup>th</sup>.</li> </ul>	
<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 style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Research other settings that have successfully implemented cross-curricular, integrated courses</p>	<p>Report to Leadership Team</p>	<p>HIP (Humanities in Practice) Committee</p>	<p>Funding from Title I, Title 2, SFPD, SIG, District for subs/release time</p>	<ul style="list-style-type: none"> <li>• Algebra I, Algebra II, and Math Physics teachers designed a cross curricular performance task to be implemented in Spring 2017.</li> </ul>	

### 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> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p><b>Seek and evaluate stakeholder input for critical processes. (AdvED)</b></p>	<p><b>Key Actions:</b> actions as needed in each box.)</p>	<p><b>Measured by:</b> Needed:</p>	<p><b>Owner(s):</b></p>	<p><b>Resources</b> (List as many)</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>Identify, implement, and evaluate the Positive Behavior Interventions &amp; Supports (PBIS) program</p> <p>Increase Parent Survey Participation by reaching out at sporting events, Fine Arts events, etc.</p> <p>Seek feedback on school initiatives from stakeholders (ex: Flexible Learning Plan meeting, Title I meetings, etc.)</p> <p>Utilize multi-media resources to improve communication &amp; stakeholder involvement</p> <p>Increase in Community Outreach through community fairs, events, and festivals</p> <p>Open Bi-annual Title I meeting to all parents and community Members</p> <p>Title I meeting two times during the day (morning and evenings)</p>	<p>Reduction in discipline referrals</p> <p>Survey Completion &amp; Return Rate</p> <p># participants on sign in sheets at various events</p> <p>Communities in Schools (CIS) End-of-year data</p>	<p>Entire Staff</p> <p>Communities in Schools (CIS)</p> <p>PTSA</p> <p>Designated students</p> <p>Parent Facilitator</p>	<p>Supplies for events (i.e., mounting tape, poster paper, printer and copier toner, laminating film, paper, border, lettering, magazine racks, etc.)</p> <p>Prizes, varying levels</p> <p>Tent</p> <p>Cardinal Mobile Maintenance</p>	<ul style="list-style-type: none"> <li>• PBIS was implemented in Fall 2016. All faculty was trained on PBIS during preplanning in August 2016. PBIS has Staff Member of the Month and Student of the Month.</li> <li>• There was an FLP Parent Feedback meeting in July 2016.</li> <li>• Parent/Teacher Compact Training took place on Sept.15, 2016. The next Parent Compact Training will be Feb.13, 2017.</li> <li>• There was a Title I Parent Input Meeting on Oct.20, 2016.</li> <li>• The Parent/Faculty Title I Input Meeting is scheduled for March 23, 2017.</li> <li>• Twitter has been added as a multimedia resource for parents to improve communication.</li> </ul>	<p>M</p>

					<ul style="list-style-type: none"><li>• The school website has been updated with an event calendar and links to EOC study guides for parents and students.</li><li>• The Octagon Club Beautification of Favor Road Project, Chick-Fil-la Leadership Karaoke Night, ROTC Angel Tree are examples of community outreach done in Fall 2016.</li><li>• Parent Survey Feb. 3 at Spring Parent meeting</li><li>• Rising 8th graders parent night April 20</li><li>• Communities in Schools offered several programs for students and families which included financial literacy, teen domestic violence, Operation Bright Box, and college visits</li></ul>	
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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Utilize a Parent Liaison to operate a Parent Resource Center and offer informational sessions based on parent need</p> <p>Utilize a Communities in Schools Representative (CIS) to help support students in need</p> <p>Utilize professional school counselors and a school social worker to support families and students in need</p> <p>Seek parent input through various Title I initiatives (FLP, budget meeting, plan development, etc.)</p> <p>Student Clubs and Organizations offered throughout the school year</p>	<p># parents attending various events</p> <p># students being served through CIS and social worker</p> <p>Grad Rate</p> <p>Student rosters and involvement in clubs and organizations</p>	<p>Counselors</p> <p>Parent Liaison</p> <p>Social Worker</p> <p>Admin</p> <p>Communities in Schools (CIS) Rep</p> <p>Club and organization sponsors</p>	<p>Supplies for parent resource center</p>	<ul style="list-style-type: none"> <li>• OHS Parent Liaison serves as a parent resource locator, facilitates Parent Compact Training (Sept.15, 2016 &amp; Feb.13, 2017) and Title I Parent/Faculty Input/Feedback Meetings (Oct.20, 2016 &amp; March 23,, 2017).</li> <li>• OHS CIS supports students in need and coordinates outreach programs such as Bright Box, Food Drive, CIS Programming, Spelling Bee, AT &amp; T Symposium, Career Exploration, College Tours, Financial Literacy, etc</li> <li>• OHS Counselors facilitated events such as Blood Drives, College Day &amp; Osborne Goes to College Week, Counseling After Dark, What School Counselors Need to Know about SPED Ed Webinars, etc. in Fall 2016.</li> <li>• OHS Counselors also assist with PBIS Students of the Month and Teacher of the Month</li> </ul>	<p>M</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>					<ul style="list-style-type: none"> <li>• PTSA Feb. 3</li> <li>• Cardinal Mobile to feeder school April 29</li> </ul>	

**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><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> (Due <u>September 1, 2016</u>)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> actions as needed in <b>Needed:</b> each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources</b> (List as many</p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Hire content certified Special Education/ESOL teachers when possible.</p> <p>Encourage SPED/ESOL teachers to become content certified and content teachers to get the ESOL Endorsements.</p> <p>Seek flexibility in hiring Individuals for positions (i.e., IE2 waivers).</p> <p>Include Department Chairs in hiring Interviews.</p>	<p>% teachers HQ</p>	<p>Admin Dept. Chairs</p>	<p>Grant funding to assist teachers in taking the GACE</p>	<ul style="list-style-type: none"> <li>• Hired Social Studies and ESOL Endorsed teacher was hired.</li> <li>• Hired ESOL Endorsed Teacher certified in Social Studies and English was hired.</li> <li>• Hired Reading Intervention Specialist who is also endorsed in ESOL</li> </ul>	<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. (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. <b>(AD)</b></p>	<p>Offer job- embedded training in assessment uses and strategies and standards-based teaching and learning for identified teachers</p> <p>Support new teachers by providing mentors, New Teacher Institute in the summer, and on-going PL based on needs.</p> <p>Create a sign Up Sheet during preplanning for Teacher Mentors</p>	<p>% teachers scoring overall proficient or distinguished on annual TKES</p>	<p>Academic coaches</p> <p>Teacher Leaders and Mentors</p> <p>Admin</p> <p>Dept. Chairs</p>	<p>PL based on needs/data</p> <p>Mentor Teachers</p> <p>Funding from Title I, Title 2, SFPD, SIG for subs/release time for mentors to conduct peer observations/ feedback sessions</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Coaches provided support and conducted classroom visits and feedback sessions for Induction Teachers (0-3 years). Each Induction teacher completed 4 peer observations in Fall 2016.</a></li> <li>• <a href="#">All new teachers to OHS have been assigned mentors.</a></li> <li>• <a href="#">District HS Assessment Supervisor and District Technology trainers have trained faculty on the CTLS Phase 1 and Phase 2</a></li> <li>• <a href="#">All teachers serve as members of at least one data team</a></li> <li>• <a href="#">2 teachers completed EDTPA and GaTAPP programs with guidance from their OHS teacher mentors</a></li> </ul>	<p>M</p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b></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 <b>(IE<sup>2</sup>)</b></p>	<p>Review 2015-2016 TKES/LKES data to determine high priority needs</p> <p>Compare 2015-2016 to 2016-2017 TKES/LKES data</p>	<p>TKES/LKES summative data</p>	<p>Admin</p> <p>Academic Coach</p>		<ul style="list-style-type: none"> <li>• <a href="#">Admin held Midyear TKES Reviews with all teachers by Department on January 3, 2017. TKES data was shared from Fall 2016. Next steps on low performing standards</a></li> </ul>	

					<p>were given during the meetings.</p> <ul style="list-style-type: none"> <li>All Teachers were assigned the Differentiation Module in TKES portal due Feb.18, 2017.</li> <li>Inst. Coaches worked with teacher leaders to develop differentiation kits for SWDs, ELs, and struggling students</li> </ul>	
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						



## High School Key Trends: Osborne

Trend	Osborne			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	56.8%	61.4%		78.2%	81.4%	
Five-year Graduation Rate	49.4%	60.3%		78.8%	81.7%	
Lexile Levels 11th Grade	28.5%	47.2%		56.4%	66.7%	
College Ready	8.5%	8.8%	15.5%	43.8%	44.8%	51.7%
On-track for Graduation	65.5%	71.1%	67.3%	73.5%	76.8%	87.2%
Career Ready	36.4%	44.4%	48.8%	55.1%	52.0%	47.3%
Advanced Academics	38.8%	45.6%	48.5%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	63.2%	69.6%	69.0%	62.9%	63.8%	64.7%
CCRPI Score	55.2	70.2		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.

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