

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 (Due September 1, 2016)</p>					
	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)	<p><i>Focus Priority Status:</i></p> NM = Not Met IP = In Progress M = Met
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</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. (AD)</p>	1. Monitor student progress through monthly data analysis of common unit assessments. 2. Adjust instruction based on data analyses. 3. ELA and Math courses meet bi- annually with the principal to report data and make instructional adjustments. 4. Extended teachers half-day planning sessions for more in-depth discussion of data and student progress monitoring with PLC's .	1. Measured by the PLC Agenda and Minutes. 2. Increased student performance on common summative assessments and EOCs. 3. Principal confirmation 4. Half-day PLC minutes	PLCs, Principal, Administration, and Academic Coaches	Sub pay for half day release time funded by Title I, Title II, and SFSD funds		

<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. (S)</p>	<p>1. Use flexible formative assessments in all core content areas.</p> <p>2. Use of a variety of formative assessment strategies and instruments as measured by TKES</p>	<p>1. Data results from PLC Agenda and Minutes.</p> <p>2. Analyze student progress on content specific flexible formative assessments to drive instructional practices.</p>	<p>PLCs, academic coaches, and Administrators</p>	<p>Protected PLC Time</p>		
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Provide professional learning on student engagement and monitor implementation.</p>	<p>1. Professional Learning Calendar and PL Survey Results</p>	<p>Administration and Academic Coaches</p>	<p>Title I funds for outsourced consultants</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>1. Use the Reading Inventory for all 9th grade students.</p> <p>2. Communicate RI results and Identify best practices in reading for high school students and implement across all grades levels.</p>	<p>1. Measured by participation results</p> <p>2. Inclusion of reading practices in teachers' lesson plans</p>	<p>Teachers</p>	<p>RI</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>	<p>1. Use the MI for all 9th grade students.</p> <p>2. Continue using "Foundations of Algebra" course to increase percentage of passing students on Algebra I End of Course test.</p> <p>3. Provide opportunities for credit recovery in Algebra I, Geometry, Algebra II, College Readiness Math, and MIG.</p>	<p>1. Analyze the MI data</p> <p>2. Analyze second semester's Algebra I EOC scores</p> <p>3. GradPoint, Course Extension, CVA, and GAVS</p>	<p>1. All math teachers</p> <p>2. Foundations of Algebra and Algebra I teachers.</p> <p>3. Counselors and Teachers</p>	<p>MI</p>		

<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>1. Enroll students in CVA, GAVS, GradPoint, and tutoring, as well as offering Course Extension opportunities.</p>	<p>1. Analyze students' grades in CVA, GAVS, and GradPoint.</p>	<p>1. Administration, Guidance Counselors, and Teachers</p>	<p>Title I Funds</p>		
<p>8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>						

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 (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><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>1. Increase student engagement by the implementation Usher's New Look for all freshmen. (Year 2)</p> <p>2. Create embedded courses for new academies at PHS to earn credits at an accelerated rate. (Year 2)</p>	<p>1. Module Completion monitored by 9th Literature and Freshmen and Sophomore Seminar teachers</p> <p>2. Compare the rate of credits using 3 year trend data and compare the pass rate data of the students enrolled in the embedded courses from 2015 – 2016 year.</p>	<p>1. Grade level teachers</p> <p>2. Administration</p>	<p>Access to the modules</p> <p>Title 1 and SFSD Funds</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) 	<ol style="list-style-type: none"> 1. Use the Reading Inventory for all 9th grade students. Communicate RI results and Identify best practices in reading for high school students and implement across all grades levels. 2. Continue using “Foundations of Algebra” course to increase percentage of passing students on Algebra I End of Course test. 3. Enroll students in CVA, GAVS, and GradPoint, as well as offering Course Extension opportunities. 4. Continue RTI process for students who are not on track for graduation. 	<ol style="list-style-type: none"> 1. Measured by participation results Inclusion of reading practices in teachers’ lesson plans 2. Analyze second semester’s Algebra I EOC scores. 3. Analyze students’ grades in CVA, GAVS, and GradPoint. 4. Identify the number of students who are removed from RTI because they are on track for graduation. 	<ol style="list-style-type: none"> 1. Teachers 2. Foundation of Algebra and Algebra I teachers 3. Administration, Academic Coaches, and teachers 4. RTI Team 	<p>RI</p> <p>MI</p> <p>Title I</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>	

Other:
(Priorities specific to school, division, or area. Can be multiple.)

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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>					
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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Check AdvED surveys and determine how many parents participated in the survey.</p> <p>2. Review the SSP with all key stakeholders.</p>	<p>1. AdvED survey results</p> <p>2. Agenda and Sign-In Sheet</p>	<p>1. School Leadership Team</p> <p>2. Principal</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>*See Title I Plan*</p>					

Other:
(Priorities specific to school, division, or area. Can be multiple.)

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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>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>1. Hire or help current teachers obtain additional certifications in gifted, Advanced Placement, ESOL, and Reading.</p>	<p>1. TKES Evaluation</p>	<p>1. Administration</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>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>1. Develop PL calendar that fosters student engagement and an academically challenging environment.</p>	<p>1. Surveys and adjustments as needed through individualized plans</p>	<p>1. Administration</p>			
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

High School Key Trends: Pebblebrook

Trend	Pebblebrook			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	62.8%	70.8%		78.2%	81.4%	
Five-year Graduation Rate	61.9%	69.0%		78.8%	81.7%	
Lexile Levels 11th Grade	33.1%	41.1%		56.4%	66.7%	
College Ready	19.8%	22.8%	26.3%	43.8%	44.8%	51.7%
On-track for Graduation	55.2%	58.9%	99.9%	73.5%	76.8%	87.2%
Career Ready	47.4%	33.1%	26.9%	55.1%	52.0%	47.3%
Advanced Academics	43.8%	46.6%	44.3%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	61.7%	65.1%	54.7%	62.9%	63.8%	64.7%
CCRPI Score	64.4	64.1		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.