

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;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</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: NM = Not Met IP = In Progress M = Met</p>
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</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>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Utilize grade-level RTI coordinators to provide on-going, updated data on T drive for teacher access</p> <p>Participate in a Proof of Concept for <i>Professional Learning Goals (PLGs) in our PLCs.</i></p> <p>By analyzing the impact of their practice, reflecting on student learning and focusing their goals on improved planning, teachers are better able to map out concrete steps to excellence and a pathway to success for their students</p>	<p>CTLS RTI data Ontrack</p> <p>TKES platform</p> <p>CTLS, Collaborative planning logs</p>	<p>SSA- Student Support Administrator</p> <p>Admin</p> <p>PLCs. Department Chairs, Admin</p>			

<p>3. <i>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>Use the Flexible Formative Assessment System (FFAs) to take snapshots of student learning using the Touchstone assessments</p> <p>Ensure teacher access to and use of instructional strategies from CTLS</p> <p>Pilot online resources provided by CTLS, and evaluate results to provide feedback to the district</p>	<p>Collaborative Planning Log</p> <p>CTLS Data</p>	<p>PLC's, Department Chairs, Leadership team</p> <p>TTIS</p>	<p>Staff Development for implementation of CTLS resources</p>		
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Use a collaborative model of Professional Learning Communities ("PLCs") in each content area.</p> <p>Use the Flexible Formative Assessment System (FFAs) to take snapshots of student learning using the Touchstone assessments</p> <p>Provide professional learning on iRespond, building impactful test questions, and using data to inform teaching to PLC's</p>	<p>Collaborative Planning Log</p> <p>CTLS data</p>	<p>PLC's, Department Chairs, Leadership team, TTIS</p>			
<p>5. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Utilize Universal Screener data on students' reading levels to target additional support and make informed placement decisions</p> <p>Integrate informational texts by aligning ELA and SS curricula through Globalization Academies</p> <p>Align ELA and SS curricula in Honors' and on-level courses to increase reading of informational texts</p>	<p>CTLS. English PLCs, Collaborative Planning log</p>	<p>English PLCs, Department chair</p>			
<p>6. <i>Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Utilize Universal Screener data on students' math levels to target additional support and make informed placement decisions</p>	<p>CTLS. Math PLCs, Collaborative Planning log</p>	<p>Math PLCs, Department chair</p>			

7. Increase number of students academically completing every grade.(S)	Identify students achieving at 25% or below and increase their academic performance through strategies developed by PLC's.	CCRPI data	Admin, Dept Chairs			
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 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u> Key Actions: (List as many actions as needed in each box.)						Focus Priority Status: NM = Not Met IP = In Progress M = Met
		Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		
Identify local school innovations through system flexibility to increase student achievement. (IE ²)	Build infrastructure to allow an increase in the number of AP courses offered specifically the AP Capstone course to qualifying students. Implement first year of AP Capstone course and train additional teachers for year 2. Provide AP training to interested teachers to increase AP teaching pool. Refine the Academy @ Pope STEM offerings to allow for more support of program. Increase enrollment in four existing Academies.	AP Data AdvED Survey data, Academy application numbers, School Council Feedback	AP Coordinator, Leadership team Leadership team, committee work, Academies @ Pope Coordinators				
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		

<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. Identify students not reading on grade level through Universal Screener and provide remediation through 9th grade lit course as determined during PLC collaboration time. 2. Identify students not performing in math on grade level through Universal Screener and provide remediation through the AO time slot. 3. Enroll low-performing 9th graders in Environmental Science in lieu of Biology to increase science performance. <p>Implement offering Physical Science for students struggling with math and science</p>	<ol style="list-style-type: none"> 1. English PLCs Collaborative Log data, CTLS data 2. CCRPI data 3. On track for graduation rate CCRPI 	<p>Department Chairs, PLC's, Admin</p> <p>Admin and Department Chairs</p> <p>Admin, district support on changing Physical Science requirements</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 style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Create new partnerships to align with and support each Academy @ Pope. We will consolidate our 2 STEM academies into 1 Academy with several options.</p> <p>Develop a support organization for the STEM Academy with parent input/participation. Reenergize existing community partnerships and seek additional partnerships to increase community-to-school communication and support.</p> <p>Increase Parent and Student participation in AdvED survey to elicit more complete data</p>	<p>Academy survey data</p> <p>AdvED Survey results, attendance at community functions, increase in PIE numbers</p> <p>AdvED survey</p>	<p>Leadership team, Academies @ Pope coordinators</p> <p>Admin</p>			

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Increase opportunities to celebrate school/student achievement through continuing an Academic Letter program and a student recognition program designed to reward students for good deeds.</p> <p>We will add a Service Letter for those students with exemplary volunteer commitments.</p> <p>Introduce Naviance, a collaborative tool that will help students and families plan for college. We will be using this system for college applications, sending transcripts and providing recommendations, so our first roll-out will be with the seniors and their parents in August. <i>Several parent meeting will take place throughout the year to rollout Naviance</i></p>	<p>Academic Letter celebration attendance, AdvED student survey results, Principal Advisory committee feedback</p> <p>Data within Naviance, attendance at Naviance Parent nights</p>	<p>Leadership team, Student recognition committee, P</p> <p>Counseling, PTSA, Admin, Faculty TSA</p>	<p>Transportation to hold ceremony off site due to limited parking on campus</p>		
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</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>2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u></p>
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Attend teacher recruitment fairs, Teacher Transfer fair, Job fair. Include department chairs in the hiring process</p>	<p>AdvED parent and staff survey data, retention rate data</p>	<p>Principal, Dept chairs</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>Assign mentors for every new teacher to guide in their development and answer Pope specific concerns.</p>	<p>Collaborative Planning Log</p>	<p>Department chairs, leadership teams</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>Refine classroom walkthroughs by administrators to include a rotation of walkthrough so each administrator observes different subject areas. Conduct a Full TKES cycle on all faculty. Participate in a Proof of Concept for Professional Learning Goals (PLGs) in our PLCs.</p>	<p>TKES reports, AdvED staff survey data</p>	<p>Leadership team</p>			
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						

High School Key Trends: Pope

Trend	Pope			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	88.0%	91.7%		78.2%	81.4%	
Five-year Graduation Rate	91.7%	89.5%		78.8%	81.7%	
Lexile Levels 11th Grade	81.4%	85.6%		56.4%	66.7%	
College Ready	66.3%	67.3%	74.9%	43.8%	44.8%	51.7%
On-track for Graduation	87.8%	85.1%	92.9%	73.5%	76.8%	87.2%
Career Ready	83.3%	68.8%	11.8%	55.1%	52.0%	47.3%
Advanced Academics	71.7%	70.0%	69.6%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	65.8%	86.5%	74.4%	62.9%	63.8%	64.7%
CCRPI Score	88.8	94.2		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.