

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;"><i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met</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>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>	<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>RTI data has been continuously collected throughout the year from teachers and input into the CSIS platform for each student in all grade levels. The RTI portal has been cleaned up to reflect current students on RTI and proper tier placement has been assigned. Students needing more attention are identified and meetings will take place at the start of the new school year to address changes to individual plans in order to provide the supports for students to perform well.</p>	IP

<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>Continuing utilization of CTLS and FFAs in Math and English using the Touchstone questions and the other academic classes used CTLS and iRespond to create tests and quizzes.</p>	<p>IP</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>All staff members trained and given opportunity to practice as well as implement question formation and use. Collaboration by department.</p> <p>Teachers that were giving SLO's in their classes were supported throughout the year with iRespond set up and use so that administration of the SLO test ran smoothly. Teachers could comfortably navigate through the test process with their iRespond with modeling and some technical supports provided.</p>	<p>IP</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>Lexile, College Ready, CCRPI, and Graduation rate all increased.</p>	<p>M</p>

6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Utilize Universal Screener data on students' math levels to target additional support and make informed placement decisions	CTLs. Math PLCs, Collaborative Planning log	Math PLCs, Department chair		The SRI and SMI tests were administered to the 9 th grade and used to provide support to the lowest 25% during AO and x-block.	IP
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		Lexile, College Ready, CCRPI, and Graduation rate all increased.	M
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<u>Focus Priorities:</u> (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)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
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		We successfully completed the first year of the AP Capstone. Enrollment for this class has increased and we will have 2 sections of seminar in addition to the research class. Several teachers will attend training to continue to build this program. Enrollment and interest in the Academies increased. STEM academy pathways were consolidated. We also need to increase communication with the STEM Academy parents.	M

Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	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)	<ol style="list-style-type: none"> Identify students not reading on grade level through Universal Screener and provide remediation through 9th grade lit course as determined during PLC collaboration time. Identify students not performing in math on grade level through Universal Screener and provide remediation through the AO time slot. 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"> English PLCs Collaborative Log data, CTLS data CCRPI data 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>The SRI and SMI tests were administered to the 9th grade and used to provide support to the lowest 25% during AO and x-block.</p> <p>The Environmental Science initiative led to curriculum change across the board for SWDs and a re-haul of science offerings for all students</p>	M
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	

<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.*

<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 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>Greatly increased our community partnership, especially related to our STEM and Globalization Academies. Examples of partners include: Georgia Commute Options Cobb Water Authority EPA Commute Options/ARC Gas South Cobb EMC Novelis IBM American Chemical Society Clorox Cryolife Nucleus Medical Media Arylescence Atlanta Science Festival KSU Cobb Chamber of Commerce GA Tech</p>	<p>IP</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>We held an Academic Letter program in the late fall. Publically recognizing students. (held in the gymnasium, parent, family and community attendance).</p> <p>Academic Signing Day program. Recognizing families whose students signed academic scholarships.</p> <p>We also had a very successful recognition breakfast for the students who were recognized by the USG for the UGA Merit Scholar Recognition.</p> <p>Counseling held a parent night to introduce the Naviance program and familiarize parents and students of its capabilities and uses. Over 300 families attended.</p> <p>Every family from Pope was provided an account with an average of 96% participation at some level. (based on bridgebill survey, HB 400).</p>	<p>M</p>
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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.*

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	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)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE ²)	Attend teacher recruitment fairs, Teacher Transfer fair, Job fair. Include department chairs in the hiring process	AdvED parent and staff survey data, retention rate data	Principal, Dept chairs		Hired 3 new Department chairs as a result of retirements. Department chairs and admin were involved in the hiring of 7 new staff members for next year. Attended the Hiring Fair and found 4 of our new hires at the fair.	IP	
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 ²)	N/A	N/A	N/A	N/A	N/A		
Support local school teachers and leaders to improve retention rate. (IE ²) (S)	N/A	N/A	N/A	N/A	N/A		

Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Assign mentors for every new teacher to guide in their development and answer Pope specific concerns.	Collaborative Planning Log	Department chairs, leadership teams		Monthly New Teacher and New to Pope meetings were held and a variety of topics discussed. Teacher Rounds were not implemented this year.	IP
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)	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 <i>Professional Learning Goals (PLGs) in our PLCs</i> .	TKES reports, AdvED staff survey data	Leadership team		Going into classrooms opened the door for all admin to build relationships with staff – all staff – and gave us the opportunity to approach teachers for student concerns and feedback. It also led to conversations where we could make suggestions for SWDs and adopt great ideas for my small group teachers.	IP
Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data

Indicator	2014	2015	2016 Pope	2016 District Mean		
	Pope	Pope		Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	88	91.7	93.4			83.8
5-Year Graduation Rate (D.S.: CCRPI)	91.7	89.5	91.6			84.9
Lexile Levels 11th grade (D.S.: CCRPI)	81.4	85.5	89.0			71.4
College Ready	66.4%	67.3%	87.1			70.6
On-Track for Graduation	87.8	85.1				
Career Ready	83.3	100	76.8			77.5
Advanced Academics	71.7	70.1				
Stakeholder Satisfaction (Annual AdvancED Survey)	78.48	88.3				
CCRPI Score	88.8	94.2	99.4			87.6

High School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
4-Year Graduation Rate	Percent of students who graduated with a regular education diploma in a given year	Number of students who graduated with a regular education diploma in a given year	Number of 9 th graders four years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the four year period	Georgia DOE Grad Rate Calculator - Provided by the Office of Accountability
5-Year Graduation Rate	Percent of students who graduated with a regular education diploma in a given year plus the following year	Number of students who graduated with a regular education diploma in a given year plus the following year	Number of 9 th graders four years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the five year period	Georgia DOE Grad Rate Calculator - Provided by the Office of Accountability
Lexile Levels High Schools	Percent of students achieving a Lexile measure of 1275 or greater on the American Lit. EOC	Number of students scoring a Lexile measure ≥ 1275	Number of students with valid American Lit. EOC scores	Provided by the Office of Accountability
College Ready	Percent of 10 th grade students with a PSAT score of 133 or higher	Number of 10 th grade students with PSAT scores ≥ 133	Number of 10 th grade students with a valid PSAT score	Reported on the PSAT/NMSQT building report from College Board
On-Track for Graduation	Percent of 9 th graders in attendance for full academic year (FAY), academically promoted to 10 th grade on schedule.	Number of FAY students in grade 9 promoted to grade 10	Number of FAY students in grade 9	Local School enrollment data
Career Ready	Percent of students who completed pathway course requirements and passed the End Of Pathway Assessment (EOPA)	Number of students passing EOPA	Number of students taking an EOPA assessment	Local schools - reported to CTAE Office
Advanced Academics	Percent of students enrolled in Honors, AP, IB, or Magnet Courses	Unduplicated count of students in grades 9-12 enrolled in one or more AP, IB, Honors, or Magnet Courses	Total Enrollment of grades 9-12	Course information in Synergy
Stakeholder	Percent of positive responses to all items	Number of positive ("Strongly	Total number of responses	School Improvement Survey

Satisfaction	included on the AdvancEd surveys (parents, students, staff)	Agree" and "Agree") responses on the annual AdvancEd surveys	excluding "No Answer" or "No Basis to Judge"	Report, Page 2 - Provided by the Office of Accountability
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE