

## 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;"><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> (Due June 30, 2017)</p>	<p style="text-align: center;"><b>Focus Priority Status:</b> 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. <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>All PLC's will meet weekly to update Unit plans and develop common assessments. PLC's will analyze data to identify gaps in student learning and develop plans for remediation.</p>	<p>Administration monitoring, Common Assessments, Differentiated activities, remediation plans</p>	<p>Administration, PLC leaders, Dept. Chairs</p>	<p>N/A</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>Teachers will utilize "Almost There" quizzes to provide individualized feedback to their students prior to taking a Summative test.</p>	<p>-SLO data -SRI/MRI screeners -Student work samples -Student questioning -PLC data analysis -Student grades -FFAS data</p>	<p>Teachers, Dept. Chairs, Administration</p>	<p>N/A</p>		

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>CTLs/FFAS training cohort #3 Fall semester. Professional Learning will be differentiated per department and per individual teacher's needs based on student achievement data and TKES evaluations</p>	<p>-Increases in Student Achievement -Increases in the use of Instructional strategies -Surveys</p>	<p>Administration, Dept. Chairs, Teachers</p>	<p>Professional Learning Budget, Foundation and PTSA</p>		
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Reading initiative: -Summer Reading -Read 180 -Higher-Level Texts -Close-Reading -Screeners</p> <p>RTI used to identify low readers</p>	<p>-Student progress towards the reading goal will be measured using student Lexile levels (as measured by Universal Screener). Baseline data will be collected during the '15-'16 school year. -Every ELA unit will have an element of reading comprehension added to it.</p>	<p>Teachers, Dept. Chairs, Administration</p>	<p>N/A</p>		
<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>-Smaller class sizes for yearlong support classes. -Common planning for co-teacher and gen ed. teacher. -Progress monitoring from Sp.Ed. teacher and PLC's -Differentiation and individualized instruction provided for low learners -Continue development and application of the (AO) Academic Opportunity period</p>	<p>-Increase Coordinate Algebra scores by +5% each year  -Increase Analytic Geometry scores +5% each year</p>	<p>Administration, Dept. Chairs, Teachers, Counselors</p>	<p>20-Day funds</p>		

7. Increase number of students academically completing every grade.(S)	<ul style="list-style-type: none"> <li>-Expand RTI process at school utilizing Dept. Chairs and Admin as the RTI committee</li> <li>-Empower the Academic Coach to focus on improving the graduation rate and the bottom 25% of each grade</li> <li>-ELA to develop a specific focus on improving writing skills</li> </ul>	<ul style="list-style-type: none"> <li>-Creative scheduling for students that are behind academically</li> <li>-Support the RTI process</li> <li>- Encourage staff to create innovative ways to help students pass and graduate on time</li> </ul>	Administration, Dept. Chairs, Teachers, Counselors, Academic Coach, Social Worker	Release time for planning		
8. Other: (Priorities specific to school, division, or area. Can be multiple.)	<ul style="list-style-type: none"> <li>-Continue to use IE2 initiatives to help students graduate on time.</li> <li>-Empower Academic Coach to identify and assist struggling students</li> </ul>	<ul style="list-style-type: none"> <li>-Reduce Failure Rates</li> <li>-Increase Graduation Rates</li> </ul>	Administration, Dept. Chairs, Teachers, Counselors, Academic Coach, Social Worker			

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

<p><b>District Focus Priorities 2016-2019</b></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>
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	<ul style="list-style-type: none"> <li>-Area collaboration days for improving math instruction</li> <li>-Articulation with the Middle Schools</li> <li>-Cross Curricular collaboration between depts.</li> <li>-Creative scheduling</li> </ul>	<ul style="list-style-type: none"> <li>-Student Achievement</li> <li>-Collaboration</li> </ul>	Administration, Dept. Chairs, Teachers	Release time		
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	

<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. Mi/Ri to differentiate in both Math and ELA</li> <li>2. Submit and gain approval thru IE2 initiative to blend AMDM and Algebra 2 to help students complete the math credits required for graduation</li> <li>3. Develop personalized graduation plans for SWD, ELL, and other subgroups with systematic checkpoints built in throughout the year.</li> <li>4. Counselors, Social worker, Academic Coach, Administration meet weekly to discuss student progress towards graduation plans</li> </ol>	<p>Mi/Ri scores, Grade reports, Teacher feedback, Projected outcomes with available options</p>	<p>Students, Parents, Administration, Teachers, Counselors, Social Worker, Academic Coach</p>	<p>20-Day money, Release time,</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. <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>Continue to market and develop the Scholars Academies to add Rigor and focus in these areas... -Academy of Leadership, Law and Public Service -STEM Academy -International Spanish Academy</p>	<p>Student success, Increased interest / enrollments in academies</p>	<p>Administration, Academy teachers</p>	<p>PTSA, Foundation, Professional Development</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><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>					
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<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>-Present SSP to School Council, PTSA, BLT, Staff and School Foundation -Post on school website -Adjust SSP based on Stakeholders feedback and student/school needs</p>	<p>Stakeholders Questions, Concerns, Outcomes  Survey data</p>	<p>Principal Admin Dept. Chairs Public Relations team</p>			

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>-Develop School SIP committees that include parental involvement          -Parent nights hosted by the guidance dept. Topics to include, social media impact, apply to college, financial aid, current issues, other topics as needed          -Latino Parent night to ensure specific information is communicated effectively          -Attend and engage in Daniell MS and Simpson MS Open Houses and parent events to help build relationships with future parents.</p>	<p>Parent surveys, parent attendance, parent feedback, parent needs, School Council, PTSA, and community leaders input</p>	<p>Administration, Stakeholders</p>	<p>Guest Speakers, Food, Planning time, Marketing expenses</p>		
<p><b>Other:</b>          (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue seeking opportunities for parents to get involved in all aspects of the school</p>	<p>Parent participation in Booster clubs, PTSA, Foundation, Egg Drop, SWAYJ, Special Needs Dance, Trunk Or Treat, Arts &amp; Craft Show, Sting Fling, and other community service and volunteer opportunities</p>	<p>Administration, Coaches, PTSA officers, Foundation officers, Teachers</p>	<p>N/A</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><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>            (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>		

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	-Advertise and review the most qualified teacher candidates available -Attend Job fairs and recruiting opportunities -Recruit the best teachers as early as possible	Teacher performance, TKES	Administration	N/A		
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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	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. <b>(AD)</b>	-Ongoing Professional Development, Professional Learning Committees, Conferences, Peer Observations, Level Collaborations	TKES, Administration Observations, Student Achievement, Stakeholder feedback	Administration, Teachers	Professional Development presenter, Conferences expenses, release time.		
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Establish Professional growth opportunities determined by TKES and LKES	TKES, LKES, Observations,	Principal	Release time, Specific Prof. development		
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## High School Key Trends: Sprayberry

Trend	Sprayberry			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	80.9%	72.0%		78.2%	81.4%	
Five-year Graduation Rate	84.8%	82.9%		78.8%	81.7%	
Lexile Levels 11th Grade	48.7%	66.7%		56.4%	66.7%	
College Ready	29.4%	33.5%	41.6%	43.8%	44.8%	51.7%
On-track for Graduation	79.3%	71.6%	86.2%	73.5%	76.8%	87.2%
Career Ready	52.2%	43.6%	39.1%	55.1%	52.0%	47.3%
Advanced Academics	57.8%	58.0%	54.7%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	69.8%	79.7%	64.8%	62.9%	63.8%	64.7%
CCRPI Score	76.6	80.9		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.