

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Priorities 2016-2019	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
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Increase our proficiency of Learning Questions in every class. Create common planning time to increase focus on content area PLCs and use of Common Assessments tied to standards, which includes data analysis.	Learning Walks Unit Plans PLC attendance/ participation	Admin	Office 365 Edmodo		IP
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)	Collaborate in content PLCs to develop and analyze Learning Question 3 (How am I going to show that I learned it?) for daily lessons. Participating in Cohort 3 for FFAS	Student performance on Unit assessments, SLO and EOC performance	Classroom Teachers Dept Leaders Admin	CTLS iRespond PD for PLC's		IP
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Learning Questions support from District FFAS support from District Vertical PLC collaboration	Unit Plans and PLC collaboration minutes	Classroom Teachers and Admin	County personnel CTLS Office 365		IP

<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Utilize the Read 180 program and create a Writers Workshop class to focus on students with below grade level reading and writing. Teacher-initiated lexile analysis paired with development of differentiation techniques and leveled readings</p>	<p>RI reports Learning walks PLC participation</p>	<p>Melissa Worthy Admin Dept Leaders</p>	<p>RI Read 180</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>Restructure the Math Support model to have Foundations first semester followed by content second semester. Differentiate classes based on students repeating course content and first-time takers. Zero period offering of Algebra 2. Maintain math classes at or near the lowest allowable size per County/State guidelines</p>	<p>Pass Rate EOC Results Foundations Pass Rate</p>	<p>Algebra PLC Chase Stroempl Tiffany Stark</p>	<p>Universal math screener Extended day for zero period</p>		<p>IP</p>
<p>7. Increase number of students academically completing every grade. (S)</p>	<p>Grade repair Course extension Blended learning courses GradPoint</p>	<p>Pass Rate Graduation rate</p>	<p>Camille Havis Meggan Mueller</p>	<p>20 day money Extended day for blended</p>		<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Create attendance incentives and celebrations to help with pass rates and graduation rate</p>	<p>Attendance Rate</p>	<p>Camille Havis Larry James</p>	<p>Donations for recognitions</p>		<p>IP</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 (<u>Due September 1, 2016</u>)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</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: (<u>Due June 30, 2017</u>)</p>	
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Increase student involvement in STEAM Symposium Increase Senior Project Mentorship opportunities and pass rate. Blended learning for identified students who were retained in Math classes. Create a new class that acquires credit for Magnet Foundations and AP Computer Science for incoming freshman.</p>	<p>Increase in number of participants and final projects for STEAM; Senior Project percentage of 12th lit grade; Magnet Foundations / AP Comp Science</p>	<p>STEAM Symposium committee Senior Project committee Faye Oakley</p>	<p>Staff and parent volunteers; monetary donations Monetary assistance from County</p>		<p>IP</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. Intentional placement of below grade level reading and writing for freshman into a Writers Workshop class. 2. Focus on correct student placement into Foundations of Alg and aligning this class to the state standards. 3. Placement of students who have not had success in traditional class setting into GradPoint, Zero Period, Blended learning. 	<p>Lexile level</p> <p>Pass rate in math classes</p> <p>Graduation rate</p>	<p>Melissa Worthy Math PLC</p> <p>Millie Threeton, Kathy McNellis, Robby Nichols</p>	<p>Extended day pay for Zero period</p>		<p>IP</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>	
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Increase honors courses starting with 9th grade</p>	<p>Percentage of 9th graders enrolled in honors courses</p>	<p>Collaboration with ECMS 8th grade teachers</p>	<p>Substitute teachers for collaboration time</p>		<p>IP</p>

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>Open House survey Staff survey from Principal Coffee talk by counselor AdvED Stakeholder Survey State Climate Survey</p>	<p>Analysis of responses Number of responses/participants</p>	<p>Admin and Counseling</p>	<p>Computers</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>Night series of Counseling Topics partnered with PTSA Advisement Nights per grade level and “Off Track” nights for students who are not on track to graduate on time. Community events such as, Food Truck Night, Homecoming Parade, Shop With A Wildcat</p>	<p>Graduation Rate Parent Climate Surveys</p>	<p>Counseling PTSA Admin Graduation Committee</p>	<p>Partners in Ed to help provide door prizes and/or food.</p>		<p>IP</p>
<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>PTSA, ABC, Magnet Foundation, School Council</p>	<p>Engagement through volunteer hours, programs, and monetary donations</p>	<p>Admin and Organization leadership boards</p>			<p>IP</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>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>Increase the number of teachers who are Gifted/AP certified through county certification opportunities. Utilize a 2-tier interview process for all positions to insure we hire the best candidates.</p>	<p>Increase in Gifted certified teachers</p>	<p>Admin and Dept Leaders</p>	<p>PLU's</p>		<p>IP</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>Professional Learning and utilization of PLCs Mentor teachers paired with new teachers New Teacher lunch and learns</p>	<p>Teacher retention Participation in PLC's</p>	<p>Admin Joel Howell</p>	<p>Partners in Ed to support our initiative.</p>		<p>IP</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>	

Use results of TKES and LKES to improve professional performance (IE ²)	Review results to determine professional growth goals following Formative 1 cycle.	TKES Cycle 2	Admin			IP
Other: (Specific to school, division, or area. Can be more than one.)	Formalize staff celebrations and recognition programs.	Increase in number of celebrations held.	Admin	Partners in Ed		

High School Key Trends: Wheeler

Trend	Wheeler			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	70.5%	79.4%		78.2%	81.4%	
Five-year Graduation Rate	73.3%	75.2%		78.8%	81.7%	
Lexile Levels 11th Grade	55.1%	64.8%		56.4%	66.7%	
College Ready	43.8%	47.9%	49.7%	43.8%	44.8%	51.7%
On-track for Graduation	34.5%	63.9%	99.9%	73.5%	76.8%	87.2%
Career Ready	81.8%	46.6%	61.8%	55.1%	52.0%	47.3%
Advanced Academics	50.3%	52.4%	52.8%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	59.7%	77.8%	64.2%	62.9%	63.8%	64.7%
CCRPI Score	71.2	82.0		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.