

2015-16 Cobb County School District Strategic Plan

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

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i><u>Focus Priority</u></i>
<i><u>Focus Area:</u></i>	<i><u>Focus Priorities:</u></i> <i>(Based on priorities identified by IE² AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results Of Key Action s: (Due June 15, 2016)	Status: NM = Not Met IP = In Progress M = Met
Vary learning experiences to increase success in college and career pathways.	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)	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. Math PLC's will work to create new Unit plans since the Math standards changed.	Dept. Chair and Administrative monitoring of PLC tasks, Unit Plans, Planned Differentiation Common Assessments TKES	Teachers Dept. Chairs Administration			
	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)	Teachers will utilize "Almost There" quizzes to provide individualized feedback to their students prior to taking a Summative test.	-SLO data -Screeners -Student work samples -Student questioning -PLC data analysis -Student grades	Teachers Dept. Chairs Administration			
	4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Professional Learning will be differentiated per department and per individual teacher's needs based on student achievement data and TKES	-Increases in Student Achievement -Increases in the use of Instructional strategies -Surveys	Administration Dept. Chairs Teachers	Professional Learning Budget		

	<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></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>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></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 -Institute an (AO) Academic Opportunity period replacing the Advisement period 2nd semester</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>		
	<p>7. Increase number of students academically completing every grade.(S)</p>	<p>-Collaboration with Econ teachers to identify and implement effective parent communication techniques. -Collaboration with English & Special Ed. to develop strategies to facilitate writing across the curriculum. -Identify incoming 9th graders that had failed 2 or more academic subjects, had extensive discipline and attendance issues and provide them with mentor teachers to help them become successful</p>	<p>-US History EOC scores increase +2% each year -Create scheduling process for students that are behind in graduation requirements -Commit to utilizing the RTI process for all students -Encourage staff to create innovative ways to help students pass and graduate on time -Move towards credit repair instead of credit recovery</p>	<p>Administration Dept. Chairs Teachers Counselors</p>	<p>Release time for planning</p>		

	8. Other: (Priorities specific to school, division, or area. Can be multiple.)	Implement a process where students can remediate and accelerate during the school day (AO) Academic Opportunity period to be added to the schedule during Spring semester 2016	-Increase AP scores -Reduce Failure Rates -Increase Graduation Rates	Admin. Dept. Chairs Teachers	Substitutes		
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Long Range Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					Focus Priority
Focus Area:	Focus Priorities: (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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 15, 2016)	Status: NM = Not Met IP = In Progress M = Met
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE ²)	-Area collaboration days for improving math instruction -Articulation with the Middle Schools -Cross Curricular collaboration between depts. -Creative scheduling	-Student Achievement -Collaboration	Teachers Admin.	Substitutes		
	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	
	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)	1. Read-180 2. Scheduling priorities for Math classes 3. Grad Point / Blended Classes 4. Writing across the curriculum 5. Zero period for students that need addition opportunities to make up credits or want to get ahead	-Student Achievement -Student pass rates in Math	Teacher Counselors Admin.	Read-180		

	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	
	Other: (Priorities specific to school, division, or area. Can be multiple.)	Continue to develop the Scholars Academies to add Rigor and focus in these areas... -Academy of Leadership, Law and Public Service -Academy of Biological Sciences -Academy of Science and Advanced Mathematics -International Spanish Academy	Student Interest	Teachers Admin.			

Long Range Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<u><i>Focus Priority</i></u>
<u>Focus Area:</u>	<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: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions: (Due June 15, 2016)	Status: NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	-Present SSP to School Council, PTSA, Principal's Advisory and Foundation Board -Adjust SSP based on Stakeholders feedback	Questions, Concerns, Outcomes Survey data	Principal Admin Dept. Chairs Public Relations team	None		
	Other: (Priorities specific to school, division, or area. Can be multiple.)	-Develop and initiate a Latino Parent's night to ensure correct information is relayed onto the Latino parents	Survey Questions Feedback	Principal	None	Over 75 families attended the meeting	

Long Range Board Goal 4: ***Recruit, hire, support and retain employees for the highest level of excellence.***

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results of Key Actions:</u> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Recruiting Fair, PR Team Promote Gifted endorsements for teachers	Applications School needs and FTE	Principal	P.R. items P.L. money		
	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)	N/A	N/A	N/A	N/A	N/A	
Support and retain employees for highest levels of excellence.	Support local school teachers and leaders to improve retention rate. (IE²) (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)	Identify weakest teachers and determine PL to support them Develop PL based on individual Dept. needs and wants	-TKES evals -Dept. Chair input	Admin Dept. Chairs	P.L. money		
	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)	Prioritize Admin and Dept. Chairs in classrooms evaluating teacher effectiveness	Walk-Thrus and Formal Observations	Principal	Release time for peer observations		
<i>Other:</i> (Specific to school, division, or area. Can be more than one.)	Promote teacher leader development and opportunities	Success in tasks assigned	Principal	District Support			

Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	79.4	82.4	80.9	No Results Yet	N/A	N/A	78.2%
5-Year Graduation Rate (D.S.: CCRPI)	78.6	80.7	84.8	No Results Yet	N/A	N/A	78.8%
Lexile Levels 5th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	75%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	N/A	85.8%	N/A
Lexile Levels 11th grade (D.S.: CCRPI)	49.2	51.5	76.6	No Results yet	N/A	N/A	56.4%
College Ready		42%	37%	37%	N/A	N/A	43.9%
On-Track for Graduation	86%	50%	78%	No Results yet	90.0%	88.0%	78.0%
Career Ready			57%	41%	93.6%	99.2%	55.0%
Advanced Academics				40%	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)		61.33	57.5	No Results yet	89.0%	76.0%	73.0%
CCRPI Score	81.3	80.1	76.6	No Results	75.7	80.0	77.7
Iowa Reading Grade 3	N/A	N/A	N/A	N/A	57.5%	N/A	N/A
Iowa Reading-Grade 7	N/A	N/A	N/A	N/A	N/A	47.9%	N/A

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 \geq 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 \geq 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 Satisfaction	Percent of positive responses to all items included on the AdvancEd surveys (parents, students, staff)	Number of positive ("Strongly Agree" and "Agree") responses on the annual AdvancEd surveys	Total number of responses excluding "No Answer" or "No Basis to Judge"	School Improvement Survey 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