2015-16 Cobb County School District Strategic Plan

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

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					Focus Priority Status: NM = Not Met IP = In Progress M = Met
Focus Area:	*Focus Priorities:* (Based on priorities identified by IE² 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)	
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)*	Establish baseline student course data	SLO Pretest	Teachers	CTLS		
	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)*	Personalize instruction using data from common formative assessment across content areas	Common formative assessments	Teachers Administration	iRespond CTLS		
	4. Align critical professional learning by grade level/content area and ensure access for all teachers. *(AD)*	Provide common planning for job-embedded professional learning	Teacher surveys	Osborne & Wattley	Trainers Technology		
	5. Increase percentage of students reading on grade level*. (S)* (Based on CCRPI 2014 Reading Scores)	Implement school-wide literacy plan	Lexile software	Teachers	Technology Software		
	6. Increase percentage of student performance in math/algebra at every grade level. *(S)* (Based on CCRPI ES-MS Math & HS Algebra Scores)	Provide scaffolding for students through support classes Summer math camp Differentiate instruction using formative assessment data	Pre/post test scores Formative assessment	Bishop & Thomas	Technology CTLS Pre/post test Plato USA Test Prep		
	7. Increase number of students academically completing every grade.*(S)*	Allow student access to alternative programs to earn graduation credit.	Class grades	Teachers Administration Counselors	Software Technology 20 Day funds		
	8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

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 Status: NM = Not Met IP = In Progress M = Met
Focus Area:	Focus Priorities: (Based on priorities identified by IE², 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)	
Differentiate resources for students based on needs.	Identify local school innovations through system flexibility to increase student achievement. (IE²)	Zero period, Grad Point, creative scheduling, independent course study, coaches model	Number of accelerated credits earned	Teachers Wattley	Software, technology, 20 day funds		
	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)	1. Scaffolding course/small group classes 2. Scaffolding course/small group classes 3. Grad Point/Plato/Credit Extension	Increased lexile scores Number of students receiving credits	School wide	Read 180 Lexile Software Plato Grad Point LMS		
	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.)						

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

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					*Focus Priority* Status: NM = Not Met IP = In Progress M = Met
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)	
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. **(AdvED)**	Establish school council Increase PTSA involvement Endowment Fund support Establish Academic Council for Excellence (ACE) Implement McEachern Coffee Talk Sponsor class breakfasts Create principal/student advisory group	Surveys Participation numbers	All stakeholders Montgomery	Facilities Refreshments Technology		
	Other: (Priorities specific to school, division, or area. Can be multiple.)						

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

District Focus Areas and Priorities 2016-2019		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					*Focus Priority Status:* NM = Not Met IP = In Progress M = Met
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)	
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. **(IE[2])**	Attend job fairs Host student teachers/TOSS/interns	Certification	Montgomery	Teacher certificates		
	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 and retain employees for highest levels of excellence.	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)**	Professional Development	Department specific progress monitoring	All stakeholders	Facilities Technology Trainers Software		
	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 **(IE[2])**	Partner teachers Individual Learning plans Leadership opportunities Strategies to move levels in TKES	TKES scores Surveys	Teachers	Staff time TKES website		
	Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)	n/a	73.9	76.6	81.4	N/A	N/A	78.2%
5-Year Graduation Rate (D.S.: CCRPI)	n/a	74.0	75.0	77.6	N/A	N/A	78.8%
Lexile Levels 5th grade (D.S.: CCRPI)	N/A	N/A	N/A	N/A	75.0%	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)	n/a	39.5	42.4	42.5	N/A	N/A	56.4%
College Ready	20.3	23.4	21.0	16.7	N/A	N/A	43.9%
On-Track for Graduation	68.5	70.9	68.9	72.0	90.0%	88.0%	78.0%
Career Ready	n/a	49.8	41.9	29.8	93.6%	99.2%	55.0%
Advanced Academics	51.9	50.8	53.6	53.3	15.0%	40.0%	50.0%
Stakeholder Satisfaction (Annual AdvancED Survey)	n/a	n/a	71.8	77.1	89.0%	76.0%	73.0%
CCRPI Score	n/a	76.4	70.2	71.4	73.0	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 9th 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 9th 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 10th grade students with a PSAT score of 133 or higher	Number of 10th grade students with PSAT scores ≥ 133	Number of 10th grade students with a valid PSAT score	Reported on the PSAT/NMSQT building report from College Board
On-Track for Graduation	Percent of 9th graders in attendance for full academic year (FAY), academically promoted to 10th 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	Average score from combined Student, Staff, and Parent Survey total scores.	Add the 3 total scores from Student, Staff, and Parent surveys.	Divide by 3 for an average score of all 3 surveys	Fetch , AdvancEd Folder
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE