

## 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>		<b>2015-16 Aligned Actions and Measurements (Due September, 2015)</b>					<i>Focus Priority Status:</i>		
<u>Focus Area:</u>	<u>Focus Priorities:</u> <i>(Based on priorities identified by IE<sup>2</sup> AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	<b>Key Actions:</b> <i>(List as many actions as needed in each box.)</i>	<b>Measured by:</b> <i>(Formative and/or Summative)</i>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> <i>(Due June 15, 2016)</i>	<b>NM = Not Met</b>	<b>IP = In Progress</b>	<b>M = Met</b>
<b>Vary learning experiences to increase success in college and career pathways.</b>	<i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i>	<p>Increase EOC, AP, PSAT, SAT, and ACT scores, and strengthen college &amp; career readiness skills to compete nationally.</p> <p>Continue professional learning that is data driven by department.</p> <p>Increase stakeholder satisfaction and opportunities for involvement in regard to student instruction.</p> <p>Continue to integrate state benchmarks within our STEM program to achieve State certification.</p> <p>Academic disciplines will focus on an area(s) that needs improvement and create a vertical team plan.</p>	<p>Standardized formative and summative results provided by College Board, ACT and Georgia State Department of Education</p> <p>Documentation of professional learning activities and departmental collaborative meetings</p> <p>Stakeholder Survey results as part of the advanced/SACs review process</p> <p>Monitor the GADOE STEM progress for STEM certification.</p>	<p>LHS Horizontal Teams, Vertical Teams, STEM Team and Administration</p> <p>LHS Faculty</p>	<p>Continued access to data, professional development opportunities, additional specialized reports to address specific areas of concern, ideally generated through Synergy</p> <p>Host SAT Prep courses at Lassiter.</p> <p>Continued professional learning development opportunities and current student data reporting</p>				

		<p>Increase the number of questions on assessments that require graphical analysis and reading analysis to align with the ACT.</p> <p>Incorporate ACT/SAT practice problems into the curriculum, especially science.</p> <p>Incorporate readings into the curriculum to increase scientific literacy to align with the new SAT.</p>	<p>Compare and review practice questions, readings and assessments in Horizontal and Vertical Team meetings.</p>		<p>Continue to provide staff the survey results and allow times in collaborative groups to reflect.</p> <p>Continued support from CCSD, PLTW, grants and community for the implementation process</p>		
	<p><i>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)</i></p>	<p>Sound and solid syllabi and pre-planning of formative assessments and timelines.</p> <p>Maintaining regular communication between horizontal teams to review pacing and the development of formative assessments.</p> <p>Create a Vertical Team Plan in core areas.</p> <p>Provide meaningful summer assignments.</p>	<p>Utilization of Skype for Business for collaboration especially for teachers with singleton courses</p> <p>Documentation of Horizontal Team Meetings and Vertical Team Meetings</p> <p>Feedback of summer assignment assessments</p>	LHS Faculty	<p>Access to Skype for Business</p> <p>Professional Development on formative assessments</p>		
	<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide deliberate and meaningful professional learning opportunities during collaborative meetings and in - service days.</p> <p>Revisit College Board Training - integration of PSAT/SAT strategies.</p>	<p>Lunch and Learn participation</p> <p>Usage of SLDS</p> <p>Utilize resources on School Strategic Plan Blog</p>	Administration	<p>Access to Khan Academy</p> <p>Access to SLDS</p> <p>Access to School Strategic Plan Blog</p>		

		Schedule common planning periods within departments.	Use of time during advisement for PSAT strategies				
	<i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i>	N/A	N/A	N/A	N/A		
	<i>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i>	Strategic student scheduling.  Administrative involvement in horizontal team meetings.  Utilize time in Academic Support Enrichment (ASE).  Create Support Block course for Algebra Foundations.  Identify weaknesses on PSAT and integrate strategies in class, ASE, and advisement.	Grade Profile Reports  EOC Scores  SLO Scores  Pre/Post Formative Assessment Scores reported to Horizontal Team Lead	Administration and Faculty	Common Planning Time  Academic Support Enrichment Schedule		
	<i>7. Increase number of students academically completing every grade.(S)</i>	Strengthen lessons with critical thinking, reading skills, vocabulary integration including academic vocabulary, and Marzano’s Instructional Strategies.  Strengthen Academic Support Enrichment (ASE) Schedule with very intentional scheduling.  Development of Lassiter Summer Academy to remediate and retake courses students failed.	On-track reports  ASE scheduling  Summer Academy data  Usage of Academic Vocabulary list on shared network drive  Documentation of 9 Week Progress Conferences	LHS Horizontal Teams, Faculty, Counselors and Administrators	Access to reports in On-track  Summer Academy Program  Access to Online courses  School Strategic Plan Blog  9 Week Progress Report		

		<p>Re-incorporate 9<sup>th</sup> week progress report with student conferencing.</p> <p>Intensive intervention with students who are failing two or more classes.</p>			<p>Conference Form</p> <p>Use of Athletic Academic Coach position</p>		
	<p><b>8. Other:</b> Create a student-centered inquiry-based environment that is both challenging and supportive so that our students are excited to come to school and can become successful life-long learners.</p> <p>Examine PSAT &amp; AP Potential reports to identify potential AP students</p> <p>Expand community service learning opportunities for students</p>	<p>More recognition of AP students.</p> <p>Use of PSAT 8/9 data for placement of rising 9<sup>th</sup> graders.</p> <p>Establish goals that address SSP &amp; align to Common Core standards, instruction, &amp; assessments (technology integration included).</p> <p>Create Common Summer Reading that incorporates English, SS and Science.</p>	<p>Continue horizontal &amp; vertical teaming to strengthen best practices</p> <p>Community Service Hours Contract</p> <p>Teacher feedback on current 9<sup>th</sup> grade summer reading model</p> <p>Professional Learning and/or subject area book studies on Project Based or Problem Based learning</p> <p>Horizontal grade teams will create assignments based on the current 9<sup>th</sup> grade model.</p>	<p>Administration, STEM Team, Counselors, and Teachers</p>	<p>PLTW Grant</p> <p>Common Planning</p> <p>Community Service Opportunities</p> <p>PSAT, AP and SAT</p> <p>Comprehensive Data Reports</p> <p>On-going grant applications</p> <p>Community Service Reporting Form</p>		

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<i><b>Focus Priority Status:</b></i> NM = Not Met IP = In Progress M = Met
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 15, 2016)	
<b>Differentiate resources for students based on needs.</b>	Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b>	<p>Review CogAT scores and utilize to properly place students in appropriate classes.</p> <p>Create flexible and innovative learning opportunities for students.</p> <p>Develop, implement, and support new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom.</p> <p>Target students in need of support (such as Special Ed &amp; ESOL) &amp; enroll in appropriate ASE class.</p> <p>Place current AP students in need of support &amp; enroll in ASE AP class to focus on necessary skills; Identify weaknesses on AP exams and integrate skill-building in AP classes.</p> <p>Utilize Advisement time for PSAT strategies (Khan Academy).</p>	Number of students taking honors and AP courses. Include duplicated and unduplicated.	Administration and Faculty	Continued access to student assessment reports  Access to Kahn Academy		

	Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</b>	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 <b>(S)</b>	Increase student achievement in common core literacy skills by continuing to focus on critical thinking & reading skills & argumentative writing  Create Block Support Math Course.  Offer credit recovery online.  Create opportunity for interdisciplinary teacher collaboration.	Time spent during, Saturday School, and detention for tutoring opportunities  Create more opportunities for credit recovery through flexible scheduling.	Horizontal Teams, Math Department Administration, Department Chairs and Counselors.	20 Day Money  Continued access to credit online recovery		
	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>	N/A	N/A	N/A	N/A	N/A	
	<b>Other:</b> Enhance existing programs to further develop college and career paths  Increase enrollment in Advanced Placement courses and increase Advanced Placement test scores  Cultivate cross curricula STEM activities, communication, and collaboration among our staff	Post activities and professional resources on STEM Blackboard.	Enrollment in AP courses and exam scores  Career Pathway Participation and Completion and number of Industry Credentials	Administration and Counselors	AP, EOC and SLO reflection sheet for horizontal team meetings		

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

<i>District Focus Areas and Priorities 2016-2019</i>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<i><u>Focus Priority</u></i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b> (Formative and/or Summative)	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions:</b> (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
<b>Develop stakeholder involvement to promote student success.</b>	Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b>	Increase stakeholder satisfaction and communication.  Increase stakeholder participation in PTSA, School Council, & school events.  Continue to strengthen communication via PTSA Newsletter, email blasts, website, Twitter and new Lassiter APP for mobile devices.	Surveys and parent participation  Re-post updates of SSP on website quarterly	Administrators and Counselors	Continued access to communication venues		
	<b>Other:</b> Advance innovative ways to engage the community and parents in the educational process: Realities of Rigor, Grade Level parent night meetings, freshman orientation, 9 <sup>th</sup> and junior advisement.  Increase strategic partnerships with businesses, post-secondary institutions, and community leaders to fully integrate college and career  Expose students to a unique and explicit curriculum for STEM students	Create communication and efficient processes for instructional information.  Teachers attend STEM workshops & AP institutes for cross curricula development involved with math, science, and CTAE competitions.  Cultivate partnerships with business/community/ and post-secondary. Start Lassiter Ambassador Program/Continue Renaissance Program.	Participation in Parent Nights  Quarterly minutes of School Council posted on website	Administrators and Counselors	Partnerships with business/community and post-secondary		

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

<b><i>District Focus Areas and Priorities 2016-2019</i></b>		<b>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</b>					<b><u>Focus Priority</u></b> <b>Status:</b> NM = Not Met IP = In Progress M = Met
<b><u>Focus Area:</u></b>	<b><u>Focus Priorities:</u></b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b><u>Key Actions:</u></b> (List as many actions as needed in each box.)	<b><u>Measured by:</u></b> (Formative and/or Summative)	<b><u>Owner(s):</u></b>	<b><u>Resources Needed:</u></b>	<b><u>Results of Key Actions:</u></b> (Due June 15, 2016)	
<b>Recruit, hire...</b>	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Administration attends CCSD Job Fair.  Administration meets to analyze critical needs of school when making hiring decisions.  Maintain strong academic support and clearly communicate venues to support to potential candidate.  Create selection committee that includes appropriate stakeholder representation for filling high profile jobs.  Include content specific department chair in recruiting and hiring process.  Administrative assignments to specific departments to maintain academic focus.	Attendance at Job Fairs  TKES Platform data from Self-evaluations, Goal setting and review  Student survey data  Survey and minutes from Selection Committee  Use PSAT data questions and EOC teacher reflection for goal setting	Administration and Department Chairs	Access to STAR  Time to attend job fairs  Communication and strong relations with key stakeholders  Survey for Stakeholder input for hiring high profile positions		
	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 <sup>2</sup> )		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>



<b>Support and retain employees for highest levels of excellence.</b>	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>	<p>Provide teachers with the resources and training needed to enhance instruction.</p> <p>Provide common planning so that seasoned or veteran teachers have opportunities to work one on one with new teachers.</p> <p>Encourage teachers to attend AP summer institute.</p> <p>Update SSP Blog.</p>	<p>Usage of AP Teacher reflection sheet with goal setting and results.</p> <p>Horizontal team notes and reflections</p> <p>Attendance at AP Summer Institute</p> <p>Use of SSP Blog</p>	Administration, Department Chairs, and Horizontal Team Leaders	<p>Access to professional development including in person and webinars.</p> <p>SSP Blog</p>		
	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>	<p>Professional development based on TKES and LKES results.</p> <p>Engage teacher leaders to lead certain staff development to help increase TKES performance.</p>	TKES and LKES results	Administration and Teacher Leaders	Continued access to reports on TKES and LKES Dashboard		
	<b>Other:</b> Maintain an environment where strong relationships between teachers and administrators is supportive and an environment that empowers staff.	Encourage both teachers and students to take ownership in their role in education.	Faculty and Student Recognition Programs	LHS Staff	Common Planning, Student and Teacher awards and recognition		

# Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean		
					Elem.	Middle	High
<b>4-Year Graduation Rate (Data Source: CCRPI)</b>	87.5%	91.4%	91.5%	FEB	N/A	N/A	78.2%
<b>5-Year Graduation Rate (D.S.: CCRPI)</b>	91.5%	90.0%	91.9%	FEB	N/A	N/A	78.8%
<b>Lexile Levels 5<sup>th</sup> grade (D.S.: CCRPI)</b>	N/A	N/A	N/A	N/A	75.0%	N/A	N/A
<b>Lexile Levels 8<sup>th</sup> grade (D.S.: CCRPI)</b>	N/A	N/A	N/A	N/A	N/A	85.8%	N/A
<b>Lexile Levels 11<sup>th</sup> grade (D.S.: CCRPI)</b>	71.5%	76.3%	83.6%	FEB	N/A	N/A	56.4%
<b>College Ready</b>	46.2%	69.5%	69.4%	JAN	N/A	N/A	43.9%
<b>On-Track for Graduation</b>	84.0%	88.9%	88.9%	90.0%	90.0%	88.0%	78.0%
<b>Career Ready</b>	N/A	82.4%	85.0%	87.0%	93.6%	99.2%	55.0%
<b>Advanced Academics</b>	N/A	76.0%	76.0%	OCT	15.0%	40.0%	50.0%
<b>Stakeholder Satisfaction (Annual AdvancED Survey)</b>	EHK	EHK	EHK	EHK	89.0%	76.0%	73.0%
<b>CCRPI Score</b>	92.7%	92.6%	93.0%	FEB	73	81	76
<b>Iowa Reading Grade 3</b>	N/A	N/A	N/A	N/A	57.5%	N/A	N/A
<b>Iowa Reading-Grade 7</b>	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
<b>4-Year Graduation Rate</b>	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 <sup>th</sup> 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
<b>5-Year Graduation Rate</b>	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 <sup>th</sup> 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
<b>Lexile Levels High Schools</b>	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
<b>College Ready</b>	Percent of 10 <sup>th</sup> grade students with a PSAT score of 133 or higher	Number of 10 <sup>th</sup> grade students with PSAT scores $\geq$ 133	Number of 10 <sup>th</sup> grade students with a valid PSAT score	Reported on the PSAT/NMSQT building report from College Board
<b>On-Track for Graduation</b>	Percent of 9 <sup>th</sup> graders in attendance for full academic year (FAY), academically promoted to 10 <sup>th</sup> 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
<b>Career Ready</b>	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
<b>Advanced Academics</b>	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
<b>Stakeholder Satisfaction</b>	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
<b>CCRPI</b>	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE