## LONG RANGE BOARD GOAL 1: Vary learning experiences to increase success in college & career pathways.

<table>
<thead>
<tr>
<th>DISTRICT FOCUS AREAS &amp; PRIORITIES 2016-2019</th>
<th>2015-16 Aligned Actions &amp; Measurements <strong>(Due: September 15, 2015)</strong></th>
<th>Focus Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS AREA</strong></td>
<td><strong>KEY ACTIONS</strong></td>
<td><strong>RESULTS OF</strong></td>
</tr>
<tr>
<td></td>
<td>List as many actions as needed in each box.</td>
<td><strong>KEY ACTIONS</strong></td>
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<tr>
<td></td>
<td><strong>MEASURED BY</strong></td>
<td>** Due:**</td>
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<tr>
<td></td>
<td>Formative &amp;/or Summative</td>
<td><strong>6-15-16</strong></td>
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<tr>
<td></td>
<td><strong>OWNER(S)</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>RESOURCES</strong></td>
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<tr>
<td></td>
<td><strong>NEEDED</strong></td>
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<tr>
<td></td>
<td><strong>SCORE</strong></td>
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<td></td>
<td><strong>GPA</strong></td>
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<td></td>
<td><strong>ACCCESS Data</strong></td>
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<td></td>
<td><strong>Summative</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td></td>
<td><strong>EOC</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td></td>
<td><strong>MILESTONES</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td></td>
<td><strong>Writing Development</strong></td>
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<tr>
<td></td>
<td><strong>ELL</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td></td>
<td><strong>ELL Teachers &amp; Administrators</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td></td>
<td><strong>AP Teachers &amp; Administrators</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teachers</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>None</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>MONITORING &amp; ADJUSTING</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SYSTEM FLEXIBILITY</strong></td>
<td><strong>N/A</strong></td>
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<td></td>
<td><strong>Academic Division</strong></td>
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<td></td>
<td><strong>Leader Evaluation System</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Alignment of all teachers</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Team Evaluation of students</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>AP Teachers &amp; Administrators</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Advisors</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td></td>
<td><strong>ELL Teachers &amp; Administrators</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All AP Teachers &amp; Administrators</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Common Assessments</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teachers</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>None</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Based on continual assessment of the student performance in 9th grade Literature, we have created our own professional learning course for teachers to make curriculum adjustments.</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2. All English horizontal teams did essay standard setting at the beginning of the year to create more consistency in writing expectation as well as determine additional instruction needed in writing development.</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td></td>
<td><strong>3. We successfully implemented Physics I as the standard 9th grade science course based on comparable pass rates from the previous year. Mathematics curriculum was adjusted to align with new GSE standards for Alg and Geometry. Preliminary results from the Milestones EOC show increases in students passing as well as reaching level 3 &amp; 4. The STEM Academy began year two for all three cohorts. Teachers developed integrated learning projects such as epidemiology study, mathematics art project, participation and winning state in the Inventors Challenge. The teachers developing the curriculum for the third year courses have already started to plan.</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td></td>
<td><strong>4. This current school year teachers in all academic departments were given goals as well as Apple ‘17s. Training sessions included an introduction from Apple as well as a content specific session from Apple. We also had our local TIS do monthly meetings in the fall to demonstrate useful applications. Our teachers did a demonstration App Night in the spring which included multiple apps in each academic area that have been implemented this school year.</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td></td>
<td><strong>4. All teachers attended a pre-planning session to review support of ELL students. This school year 18 of our 23 students reached ACCESS score levels to exit the program.</strong></td>
<td><strong>P</strong></td>
</tr>
</tbody>
</table>

### Vary learning experiences to increase success in college & career pathways.

1. Organize student performance data through CTLS for full accessibility by teachers & school leaders. (S) (ABeD)  
   - Measured by Formative &/or Summative  
   - Owner(s): Teachers  
   - Resources Needed: None

2. Organize, examine, & adjust instruction based on student progress monitoring data. (AD)  
   - Key Actions: 1. Horizontal teams will analyze assessment data to determine curriculum & instructional changes.  
     2. All English horizontal teams will complete standard setting exercise on the first essay to determine specific student learning needs.  
     3. Common Assessments  
     4. Teachers  
     5. None

3. Develop & deliver flexible formative assessments in all core content areas for monitoring student progress & adjusting instruction to meet individual student learning needs. (S)  
   - Measured by Formative &/or Summative  
   - Owner(s): Teachers  
   - Resources Needed: None

4. Align critical professional learning by grade level/content area & ensure access for all teachers. (AD)  
   - Key Actions: 1. Begin new cohort for gifted certification beginning in Fall.  
     2. Over the summer, curriculum planning for new Math courses, Freshman Physics & STEM courses.  
     3. Implement mandatory professional learning for teachers in 1.2 program including Apple training, Microsoft 365, monthly demonstration of new Apps.  
     4. Implement preplanning training session on support of ELL students  
     5. Classroom Observation  
     6. Common Assessments  
     7. Teachers  
     8. None

### Walton High School

**STRATEGIC PLAN LEVEL (HS)**

**Page 1 of 9**
### DISTRICT FOCUS AREAS & PRIORITIES 2016-2019

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>FOCUS PRIORITIES</th>
<th>KEY ACTIONS</th>
<th>MEASURED BY</th>
<th>OWNER(S)</th>
<th>RESOURCES NEEDED</th>
<th>RESULTS OF KEY ACTIONS</th>
<th>FOCUS PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Based on priorities set by AdvancEd (AdvEd), State Waiver for System Flexibility (JL), Superintendent (SL), Academic Division (AD), State Teacher &amp; Leader Evaluation System (TKES &amp; LKES))</td>
<td>List as many actions as needed in each box.</td>
<td>Formative &amp;/or Summative</td>
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<tr>
<td>5. Increase percentage of students reading on grade level. (5)</td>
<td>(Based on CCRPI 2014 Reading Scores)</td>
<td>1. Implement a summer bridge Academic Boot Camp for students identified through Iowa, CRCT &amp; M5 principal recommendation.</td>
<td>GPA &amp; promotion percentage of all 9th grade students</td>
<td>1. Administration &amp; select Faculty</td>
<td>1. Summer Bridge Grant</td>
<td>1. 68% of our summer bridge Academic Bootcamp attendees have been promoted to 10th grade. The average GPA of these students for the 9th grade year was 2.6738 with only two students not earning a 2.0 or higher. 2. 91% of AP Human Geography summer bridge students successfully completed the entire AP course. 3. We renewed our EL innovative model with the state. 18 out of 23 students exited the program at the end of the year. 88% increased their English proficiency by increasing one or more performance bands on the ACCESS test. Additionally, 65% exceeded a score of 5.0 on a B/C Tier of the ACCESS test. 4. A 93 level English class was created second semester to target students with low reading and writing ability. This course also included an embedded credit recovery model for first semester in which three students received credit. 79% of students increased Lexile level as measured by SRI. 82% passed the Milestones EOC with 32% reaching Level 3 or 4.</td>
<td>IP</td>
</tr>
<tr>
<td></td>
<td>(Based on CCRPI EL-M5 Math &amp; HS Algebra Scores)</td>
<td>1. Implement a Summer Bridge Academic Boot camp for students identified through Iowa, CRCT &amp; M5 Principal Recommendation.</td>
<td>GPA &amp; promotion percentage of all 9th grade students</td>
<td>1. Math Teachers</td>
<td>1. Summer Bridge Grant</td>
<td>1. 68% of our summer bridge Academic Bootcamp attendees have been promoted to 10th grade. The average GPA of these students for the 9th grade year was 2.6738 with only two students not earning a 2.0 or higher. 2. All students who attended the Acc course summer bridge program successfully completed the course.</td>
<td>IP</td>
</tr>
<tr>
<td>6. Increase number of students academically completing every grade. (5)</td>
<td>(Based on CCRPI)</td>
<td>1. Offer a summer program at Walton HS for remedial &amp; initial credit.</td>
<td>Percentage of students who increase their grades from 6 to 8 weeks to end of semester</td>
<td>1. Select Teachers/ Guidance Counselors / Club Sponsors</td>
<td>1. 20 Day Money</td>
<td>1. Walton summer program is currently being offered in 9th &amp; World Lit, Alg, Geom and Freshman Physics. Results will be available in July. 2. 21 students attended one or more study skills sessions in the fall. Post-test perception data was very positive about the effect the class had on the individual students. The number of classes falling was reduced significantly over the semester. The spring class attendance was not successful so we will look for alternatives for spring semester. 3. While all subject level honor societies offer tutoring, the National Honor Society does individual peer tutoring. This past year 499 tutoring matches were made.</td>
<td>IP</td>
</tr>
</tbody>
</table>
LONG RANGE BOARD GOAL 1: Vary learning experiences to increase success in college & career pathways.

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>KEY ACTIONS</th>
<th>MEASURED BY</th>
<th>OWNER(s)</th>
<th>RESOURCES</th>
<th>RESULTS OF KEY ACTIONS</th>
<th>FOCUS PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Flexibility</td>
<td>List as many actions as needed in each box.</td>
<td>Formative &amp;/or Summative</td>
<td></td>
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</tr>
<tr>
<td>1. Implementation of 1:1 program</td>
<td>Classroom observation</td>
<td>Selected Faculty</td>
<td>Instructional Funding / Foundation Donations</td>
<td>1. All academic teachers received ipads this year. Our app night in March featured 48 apps being used by our teachers.</td>
<td></td>
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</tr>
<tr>
<td>2. Implementation of Naviance as a tool for all students for college &amp; career ready exploration, streamline college application process</td>
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<tr>
<td>3. Percentage of students completing assigned activities</td>
<td>Percentage of students apply &amp; being accepted to post-secondary</td>
<td></td>
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<tr>
<td>4. Percentage of students applying &amp; accepted to post-secondary</td>
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</tr>
<tr>
<td>Other:</td>
<td>Academic teachers received ipads this year. Our app night in March featured 48 apps being used by our teachers.</td>
<td></td>
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</table>

LONG RANGE BOARD GOAL 2: Differentiate resources for students based on needs.

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>KEY ACTIONS</th>
<th>MEASURED BY</th>
<th>OWNER(s)</th>
<th>RESOURCES</th>
<th>RESULTS OF KEY ACTIONS</th>
<th>FOCUS PRIORITY</th>
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</thead>
<tbody>
<tr>
<td>Differentiate resources for students</td>
<td>List as many actions as needed in each box.</td>
<td>Formative &amp;/or Summative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify local school innovations through system flexibility to increase student achievement. (že)</td>
<td>1. Percentage of students reaching AP Calculus</td>
<td>Math Teachers</td>
<td>Tuition</td>
<td>1. Last summer, 13 students completed Honors Geometry during Walton’s summer program giving them the opportunity to reach AP Calculus before graduation.</td>
<td></td>
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</tr>
<tr>
<td>2. Offer a summer blended learning Honors Geometry course at Walton HS.</td>
<td>2. Students completing the Biomedical Pathway</td>
<td>STEM Teachers</td>
<td>District Money for PLTW</td>
<td>2. Walton implemented the Biomedical Pathway year one course. All 24 students obtained the Advanced or Proficient level on the PLTW end of pathway assessment.</td>
<td></td>
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</tr>
</tbody>
</table>

Footnotes:
NM = Not Met
IP = In Progress
M = Met
**LONG RANGE BOARD GOAL 1:** Vary learning experiences to increase success in college & career pathways.

### DISTRICT FOCUS AREAS & PRIORITIES 2016-2019

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>FOCUS PRIORITIES</th>
<th>KEY ACTIONS</th>
<th>MEASURED BY</th>
<th>OWNER(S)</th>
<th>RESOURCES NEEDED</th>
<th>RESULTS OF KEY ACTIONS</th>
<th>DUE: 6-15-16</th>
</tr>
</thead>
</table>
| **3. Needs** | - Provide targeted resources for students:  
  a. Not reading on grade level (Lexile)  
  b. Unsuccessful in Math/Algebra  
  (Based on 2014 CRCT Math/Algebra scores)  
  c. Not on-track for graduation ($)  
  - Offer three ($) level 9th Literature  
  - Implement & offer 9th grade Study Skills  
  - Continue to offer summer program at Walton  
  - Offered academic Boot Camp to rising 9th graders three ($) targeted group  
  - Offer Lunchtime peer tutoring  
  - Use 20 day money to support EOC preparation for Target & Special Education students  
  - Use 20 day money to prepare for AP Tests | - GPA of 9th grade class  
- Percentage of retained students  
- EOC scores or AP scores | - Selected Faculty / School Counselors / Administration  
- 20 Day Money  
- Summer Bridge Grant  
- 20 Day Money | - At the conclusion of the school year, the average GPA for the class of 2019 was 3.43.  
- 8.4% of 9th grade students were retained as of May 25th.  
- Sommer remediation work will be considered for retention for the 2016-17 school year.  
- Targeted remediation was made available for 9th grade literature Milestones for all students.  
- 96.8% of students passed EOC with 86% reaching a level 3 or 4.  
- Targeted remediation was offered for special education students on multiple Milestones tests. Data is not yet available for those who attended.  
- Targeted remediation was made available for Algebra I Milestones for all students.  
- 95% of students passed EOC with 80% reaching a level 3 or 4.  
- AP Human Geography as well as single semester AP courses taught in the Fall  
- Offered targeted review for the exam.  
- Scores will be returned in July. | **N/A** |
| **4. Identify & provide resources to increase opportunities for advanced, on-level, & remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, & certifications in areas of student interest. (AD)** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **IP** |
| **5. Other:**  
- Priorities specific to school, division, or area. Can be multiple.) | 1. Continuation of implementation of the EL innovative model & increase use of Blackboard shell for supportive materials.  
  2. Implementation of Naviance.  
  3. Use distance equipment to partner w/ other schools to offer courses available to students at that school.  
  1. GPA / Test Scores of ELL students  
  2. Percentage of students & parents utilizing Naviance | 1. Selected Faculty & Administration  
1. Foundation support for Naviance / Student fee | 1. Due to our small population of ELL students, only Algebra (11 students) and 9th Lit (14 students) were measurable with a Milestones score. 82% passed Algebra I milestones which meets and exceeds the subgroup and state performance target and 43% passed the Ninth Lit Milestones which meets the subgroup but not the state performance target.  
2. 2162 students made 227 visits to Naviance. 104 parents used their parent account to make 596 visits to Naviance. | **N/A** |

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**CUMBERLAND COUNTY SCHOOL DISTRICT**  
**STRATEGIC PLAN 2015-2016**

**Walton High School**  
**STRATEGIC PLAN LEVEL (HS)**

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**Page 4 of 9**
**LONG RANGE BOARD GOAL 3:** Develop stakeholder involvement to promote student success.

### District Focus Areas & Priorities 2016-2019

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Focus Priorities</th>
<th>Key Actions</th>
<th>Measured By</th>
<th>Owner(s)</th>
<th>Resources Needed</th>
<th>Results of Key Actions Due: 6-15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop stakeholder involvement to promote student success.</strong></td>
<td>(Based on priorities set by AdvancEd (AdvEd), State Waiver for System Flexibility (JS), Superintendent (S), Academic Division (AD), State Teacher &amp; Leader Evaluation System (TKES &amp; LKES))</td>
<td>List as many actions as needed in each box.</td>
<td>Formative &amp;/or Summative</td>
<td>Resources Needed</td>
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</table>

#### 2015-16 Aligned Actions & Measurements (Due: September 15, 2015)

<table>
<thead>
<tr>
<th>#</th>
<th>Key Actions</th>
<th>Measured By</th>
<th>Owner(s)</th>
<th>Resources Needed</th>
<th>Results of Key Actions Due: 6-15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Utilize WGC &amp; committee membership to seek input on key actions including SSP 2. Utilize PTSA &amp; Foundation to discuss key issues including SSP 3. Creation of charter renewal committee to begin exploration of new charter</td>
<td>1. Meeting Minutes</td>
<td>1. All Faculty/Staff/Parents</td>
<td>1. None</td>
<td>1. The WGC and its committees met on a monthly basis. Meeting minutes are available for review. 2. Quarterly coffees with the principal were established this year. 3. The Curriculum &amp; Instruction committee of the WGC began the process of investigating the new Charter Renewal Application and making a list of priorities for consideration.</td>
</tr>
<tr>
<td>2</td>
<td>1. Meeting Agendas 2. Attendance at Meetings</td>
<td>1. Administration / PTSA / Foundation</td>
<td>1. None</td>
<td></td>
<td>1. A parent training parent for Naviance was implemented allowing us to train before, after and during the school day. 2. At least one academic presentation per grade level was offered throughout the school year.</td>
</tr>
</tbody>
</table>

**Status:**

- **NM** = Not Met
- **IP** = In Progress
- **M** = Met
### District Focus Areas & Priorities 2016-2019

**Focus Area**

1. Seek & hire teachers who meet the qualifications for a highly effective teacher. (H)
2. Seek & hire school administrators who meet the qualifications for a highly effective school leader & who are best suited for the school’s environment. (H)

**Key Actions**

- Utilizing members of the Human Resources committee as hiring committee
- N/A
- N/A

**Measured By**

- Formative &/or Summative
- N/A
- N/A

**Owner(s)**

- Administration
- N/A
- N/A

**Resources Needed**

- None
- N/A
- N/A

**Results of Key Actions**

- 1. All interviews included members of the Human Resources committee.  (IP)
- N/A

### Support & retain employees for highest levels of excellence.

1. Support local school teachers & leaders to improve retention rate. (H/E/S)
2. Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, & student progress monitoring. (AD)

**Key Actions**

- Provide specific school-based professional learning such as gifted cohort, APSI, College Board National Forum, 1:1 sessions
- Allow for teachers to petition for specific professional learning opportunities
- Implement a new teacher induction program

**Measured By**

- Participation in Professional Learning
- N/A
- N/A

**Owner(s)**

- Administration & Teachers
- 1. School Focus Professional Learning Funds
- N/A

**Results of Key Actions**

- 2. 9 teachers began the in-house gifted cohort training. 4 people attended the College Board National Forum. 11 teachers are attending APSI training this summer. All teachers who received an iPad participated in the 1:1 training this school year.  (IP)
- N/A

### Strategic Plan Level (HS)

**District Focus Area**

- Support & retain employees for highest levels of excellence.

**Key Actions**

- Teachers & Administrators will work together to create an individual goal
- 1. TKES Process
- 3. Observation Forms

**Measured By**

- Formative &/or Summative
- N/A
- N/A

**Owner(s)**

- Administration
- 1. None
- N/A

**Resources Needed**

- None
- 1. As creating an individual goal was eliminated from the TKES process this was not completed.  (IP)
- N/A

**Results of Key Actions**

- 1. TKES were completed for all designated employees. One administrator continued to support the new to Walton as well as new to education teachers. This allowed for continued support for developing teachers.
- 2. Teachers completed peer observations this school year allowing for rich discussion of teaching and learning.  (IP)
## Key Trend Data (Walton High School)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2014 District Mean High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate (4 Yr.)</td>
<td>CCRPI</td>
<td>93.80</td>
<td>90.80</td>
<td>92.70</td>
<td>94.063</td>
<td>78.20</td>
</tr>
<tr>
<td>Graduation Rate (5 Yr.)</td>
<td>CCRPI</td>
<td>94.10</td>
<td>93.50</td>
<td>95.007</td>
<td>Feb. 2017</td>
<td>Feb. 2016</td>
</tr>
<tr>
<td>Lexile Levels (11&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>CCRPI</td>
<td>81.60</td>
<td>81.00</td>
<td>84.20</td>
<td>87.74</td>
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<td>College Ready</td>
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<td>58.90</td>
<td>73.00</td>
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<td>On-Track for Graduation</td>
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<td>Advanced Academics</td>
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</tr>
<tr>
<td>Stakeholder Satisfaction</td>
<td>Annual AdvancED Survey</td>
<td>83.00</td>
<td>80.94</td>
<td>78.07</td>
<td>79.80</td>
<td>73.00</td>
</tr>
<tr>
<td>CCRPI Score</td>
<td>CCRPI</td>
<td>93.10</td>
<td>92.80</td>
<td>89.70</td>
<td>96.8</td>
<td>77.10</td>
</tr>
</tbody>
</table>

**Note:** The Graduation Rate (5 Yr.) data been shifted to reflect same FY year as the Graduation Rate (4 Yr.). This change therefore pushes the due dates for future data out 1 year.

FY 2014 District Mean (HS) CCRPI score has been changed to reflect the GaDOE records for overall HS average (77.10).
## Calculation Guide (HS Level)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Details &amp; Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate (4 Yr.)</td>
<td>% of students who graduated w/ a regular education diploma in a given year</td>
<td># of students who graduated w/ a regular education diploma in a given year</td>
<td># of 9th graders 4 years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the 4 year period</td>
<td>GaDOE Grad Rate Calculator Provided by the Office of Accountability</td>
</tr>
<tr>
<td>Graduation Rate (5 Yr.) - GaDOE way</td>
<td>% of students who graduated w/ a regular education diploma in a given year PLUS the following [PREVIOUS] year</td>
<td># of students who graduated w/ a regular education diploma in a given year PLUS the following [PREVIOUS] year</td>
<td># of 9th graders 4 years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the 5 year period</td>
<td>GaDOE Grad Rate Calculator Provided by the Office of Accountability</td>
</tr>
<tr>
<td>Graduation Rate (5 Yr.) CCSD way</td>
<td>% of students who graduated w/ a regular education diploma in a given year PLUS the FOLLOWING year</td>
<td># of students who graduated w/ a regular education diploma in a given year PLUS the FOLLOWING year</td>
<td># of 9th graders 4 years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the 5 year period</td>
<td>GaDOE Grad Rate Calculator Provided by the Office of Accountability</td>
</tr>
<tr>
<td>Lexile Levels (11th)</td>
<td>% of students achieving a Lexile measure of 1275 or &gt; on the American Lit. EOC</td>
<td># of students scoring a Lexile measure ≥ 1275</td>
<td># of students w/ valid American Lit. EOC scores</td>
<td>Provided by the Office of Accountability</td>
</tr>
<tr>
<td>College Ready</td>
<td>% of 10th grade students w/ a PSAT score of 133 or &gt;</td>
<td># of 10th grade students w/ PSAT scores ≥ 133</td>
<td># of 10th grade students w/ a valid PSAT score</td>
<td>Reported on the PSAT/NMSQT building report from College Board</td>
</tr>
<tr>
<td>On-Track for Graduation</td>
<td>% of 9th graders in attendance for Full Academic Year (FAY), academically promoted to 10th grade on schedule.</td>
<td># of FAY students in Grade 9 promoted to Grade 10</td>
<td># of FAY students in Grade 9</td>
<td>Local School Enrollment Data</td>
</tr>
<tr>
<td>Career Ready</td>
<td>% of students who completed pathway course requirements &amp; passed the End of Pathway Assessment (EOPA)</td>
<td># of students passing EOPA</td>
<td># of students taking an EOPA assessment</td>
<td>Local Schools - Reported to CTAE Office</td>
</tr>
<tr>
<td>Advanced Academics</td>
<td>% of students enrolled in Honors, AP, IB, or Magnet Courses</td>
<td>Unduplicated count of students in Grades 9-12 enrolled in 1 or &gt; AP, IB, Honors, or Magnet Courses</td>
<td>Total Enrollment of Grades 9-12</td>
<td>Course Information in Synergy</td>
</tr>
<tr>
<td>Stakeholder Satisfaction</td>
<td>Average score from combined Student, Staff, &amp; Parent Survey total scores.</td>
<td>Add the 3 total scores from Student, Staff, &amp; Parent Surveys.</td>
<td>Divide by 3 for an average score of all 3 Surveys</td>
<td>Fetch, AdvancEd Folder</td>
</tr>
<tr>
<td>CCRPI</td>
<td>State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements</td>
<td>NA</td>
<td>NA</td>
<td>GaDOE</td>
</tr>
</tbody>
</table>
2015-2016 STRATEGIC PLAN COVER SHEET

Walton High School (Name of School)

Judy McNeill (Principal)

Dr. Kevin Daniel (Level Assistant Superintendent)

1. TUESDAY, September 15, 2015: SSP submitted to Accountability Division, Michell.bardin@cobbk12.org
   (Principal initials when completed.)

2. TUESDAY, September 15, 2015: SSP submitted to Level Assistant Superintendent.
   (Principal initials when completed.)

3. FRIDAY, October 2, 2015: SSP feedback given to principal by Level Assistant Superintendent.
   (Principal initials when completed.)

4. Upon approval from Level Assistant Superintendent; no later than FRIDAY, October 2, 2015:
   SSP posted to local school website.
   (Principal initials when completed.)

5. FRIDAY, February 5, 2016: Level Assistant Superintendent reviews mid-year progress of school’s SSP with Principal.
   (Principal initials when completed.)

6. WEDNESDAY, June 15, 2016: Principal completes RESULTS of KEY ACTIONS column of SSP, posts on local school website, and submits to Michell.bardin@cobbk12.org and Level Assistant Superintendent.
   (Principal initials when completed.)