



# Campbell High School 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p style="text-align: center;"><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>- Weekly Lesson plans by all teachers</li> <li>- Class walks conducted by admin and depart. Heads</li> <li>- Teachers and admin participate in weekly PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Walk-throughs</li> <li>- Unit/Lesson plans</li> <li>- Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Admin</li> </ul>	<ul style="list-style-type: none"> <li>- Vertical teaming</li> <li>- PLC Data</li> <li>- Common assessments</li> <li>-CTLS</li> </ul>		
<p>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. <b>(S)</b></p>	<ul style="list-style-type: none"> <li>- Collaborative teams will post common assessments questions on a monthly basis to the CTLS platform</li> <li>- Teachers as members of collaborative teams will collect and analyze data and submit reflection forms on a monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborative minutes from meetings.</li> <li>- Data analysis on common assessments</li> <li>- Instructional decisions based on student performance</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>-Admin</li> </ul>	<ul style="list-style-type: none"> <li>- CTLS training and refresher</li> <li>- Technology access</li> </ul>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. <b>(LD)</b></p>	<ul style="list-style-type: none"> <li>- Weekly collab meetings per subject</li> <li>- Guiding Coalition formed to guide PLC, develop vision, collective commitments</li> <li>- Admin team completes online Learning by Doing Modules</li> </ul>	<ul style="list-style-type: none"> <li>- PLC Meeting notes</li> <li>- Guiding Coalition Meeting Notes</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Admin</li> </ul>	<ul style="list-style-type: none"> <li>- PLC data</li> <li>- Solution tree training for admin, teacher leaders</li> <li>Global PD</li> </ul>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b>  <i>(Based on CCRPI Reading Scores)</i></p>	<ul style="list-style-type: none"> <li>-All 9<sup>th</sup> graders take RI 3 times during the school year</li> <li>-Read 180 classes provided for Reg Ed, SPED &amp; ELL Below Basic</li> <li>- Parent Intervention provided for Below Basic</li> <li>- Weekly tutoring after school for Below Basic</li> <li>-Classroom intervention for Basic</li> <li>-Spring Vertical Collaboration with feeder middle schools</li> </ul>	<ul style="list-style-type: none"> <li>- RI pre-test, mid-year and post test</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Admin</li> <li>- Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>- Technology access</li> <li>- Site Licenses</li> <li>- Literacy resources</li> </ul>		
<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> <li>- Provide remediation to address identified gaps in Math/Algebra skills to increase student performance</li> <li>- Administer the MI to all 9<sup>th</sup> graders 3 times during the school year</li> <li>-Enroll Below grade level 8<sup>th</sup> enrolled in yearlong Foundation of Alg/Alg I and Marketing Principles for application of content to real world scenarios to support content mastery</li> <li>- Parent Intervention for Below Basic</li> <li>- Weekly tutoring after school for Below Basic, Classroom intervention for Basic</li> <li>- Spring Vertical collaboration with feeder middle</li> </ul>	<ul style="list-style-type: none"> <li>- 9<sup>th</sup> grade yearlong math</li> <li>- 9<sup>th</sup> Alg. I</li> <li>- MI</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Admin</li> </ul>	<ul style="list-style-type: none"> <li>- Technology access</li> <li>- Site licenses</li> <li>-Professional learning</li> </ul>		



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<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> <li>- Focus on College and Career readiness beginning with 9<sup>th</sup> grade and the completion of Career Cruising profiles to identify academic and career interests.</li> <li>- Offer Campbell Connections 6 times per semester as an academic incentive to pass all classes and to provide targeted remediation and tutoring in underperforming content areas.</li> <li>- Monitor Graduation co-hort by utilizing a graduation specialist.</li> <li>- Use small class size model for 9<sup>th</sup> grade English and Math repeater courses.</li> <li>- Offer Power Surge 5 times per semester as an academic incentive to pass all classes and to provide targeted remediation and tutoring in underperforming content areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase students on grade progression</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Admin</li> </ul>	<ul style="list-style-type: none"> <li>- Technology access</li> <li>- 20 day funds</li> <li>-Spartan Academy Academic Mentoring</li> </ul>		
<p>7. Other: (Priorities specific to school.)</p>	<p>- N/A</p>	<p>- N/A</p>	<p>- N/A</p>	<p>- N/A</p>	<p>- N/A</p>	<p>- N/A</p>

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p style="text-align: center;"><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b></p>						



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Administer the RI and schedule students who performed below basic into Read 180 support course scheduling.</li> <li>2. Administer the MI to identify content deviances. Offer hybrid math model for credit recovery. Schedule first time 9<sup>th</sup> graders into first year Foundations/ Alg. I</li> <li>3. Schedule a 6<sup>th</sup> period courses for off course students' after school.</li> <li>4. Offer grade repair opportunities with Campbell Connections and power surge each semester.</li> <li>5. After school tutoring provided for students not on grade level in Reading &amp; Math</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase Lexile scores and RI scores</li> <li>2. Increase MI scores</li> <li>3. Attendance and participation.</li> <li>4.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Faculty</li> <li>3. Faculty</li> <li>4. Faculty</li> </ol>	<ul style="list-style-type: none"> <li>- MI and RI licenses</li> <li>- Technology</li> <li>- Scheduling</li> </ul>		
<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. <b>(AD)</b></p>	<ol style="list-style-type: none"> <li>1. MOWR transportation grant</li> <li>2. Embedded Marketing credit for Algebra 1 year long course</li> <li>3. American Studies combined AP Lang/APUSH</li> <li>4. Credit Recovery after each semester</li> <li>5. AVID implementation</li> </ol>	<p><b>MOWR</b> enrollment, transcript eval, # participants' Avid enrollment</p>	<p>Counseling, Teachers, SPED DC</p>	<p>Grant &amp; CHSED Foundation Contribution 20 Day funds AVID trainings</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>	<ul style="list-style-type: none"> <li>- Identify on level students for honors and AP classes</li> <li>- Attend to Achieve-absent less than 6 days per semester and students will receive a prize</li> <li>- Counselors and Graduation Specialist meet with at risk students about the importance of a high school education.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase enrollment</li> <li>- Improve daily attendance rates</li> <li>- Graduation mentorship</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance recognition</li> </ul>		

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>
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Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September <u>1</u> )	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational
Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<ul style="list-style-type: none"> <li>- LKES survey on staff</li> <li>- Health survey</li> <li>- School Climate survey</li> <li>- School Council input</li> </ul>	<ul style="list-style-type: none"> <li>- Survey data</li> <li>- Council Meeting Notes</li> </ul>	- All Stakeholders	- N/A		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<ul style="list-style-type: none"> <li>- PTA</li> <li>- Hispanic Parent Nights</li> <li>- Open House</li> <li>- IB Parent Night</li> <li>- AVID Parent Night</li> <li>- Counseling Parent Info Sessions</li> <li>- School Council</li> <li>- Capstone Project</li> <li>- Future Fridays</li> </ul>	<ul style="list-style-type: none"> <li>- Number of parents in PTA and Latino PTA</li> </ul>	- All Stakeholders	- N/A		
<b>Other:</b> (Priorities specific to school.)						

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

<b>District Focus Priorities 2016-2019</b>	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September <u>1</u> )
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