



South Cobb 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 IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;">Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> • Develop and implement with fidelity data team protocols for consistent review and monitoring • Create norms for building common assessments school wide. • Collaboration Planning meetings according to core subject area • Administer diagnostics at beginning of semester to include: Reading Index/ Math Index/ CTLS pre-assessment data, locally developed pre-assessment for SLO courses • track data before/after instructional intervention • Review testing data and adjust student instruction • Use formative assessment to determine student progress, and adjust instruction accordingly • Math collaborative teams will collect daily data with lesson adjustment and key strategies for students that are not meeting standards (for one class only) 	<p>Diagnostics (pre-SLO or common pre-summative test)</p> <p>Common formative checks during each lesson</p> <p>Common post summative test/questions</p> <p>Intervention Resource: USA Test Prep</p> <p>Diagnostics (beginning of semester/unit)</p> <p>Formative checks after each lesson</p> <p>Summative test (common assessment)</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p>	<p>Licenses for RI / 9-10th grade</p> <p>Licenses for MI/ 9-10th grade</p> <p>CTLS training</p>		<p>8/28/2017 – IP</p>



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<p>2. <i>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>	<ul style="list-style-type: none"> • Re-teach, remediate or accelerate for individual students or whole class based on results • Check frequently for content mastery using data points derived through data teams • Develop teachers on assessment uses. • Collaborative department meetings to create common assessments 	<p>Summative / common assessment</p> <p>Formative Assessments</p> <p>Research based proven alternate assessments (departmentally decided)</p> <p>Daily Data-Math team specific</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p>	<p>CTLs training</p> <p>Common Planning Time</p> <p>Funding for Extended Learning</p>		<p>8/28/2017 – IP</p>
<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<ul style="list-style-type: none"> • Ensure that each teacher /support personnel is organized into professional learning communities. • Train all teachers on the protocol for reporting and maintaining PLC data. • Design a school wide PLC documentation form for each team to complete to guide PLC discussions. • Assign Instructional Coaches to specific departments and create a plan to address the implementation of our data teams and instructional framework adoption • Develop a Teaching Tuesdays professional learning calendar to provide work sessions by departments / groups • Implementation of Professional Learning Communities to support teacher selected professional growth topics 	<p>Professional Learning Community Calendar</p> <p>PLC Documentation Form /Agendas Minutes</p>	<p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p>	<p>Common Planning Time</p>		<p>8/28/2017 – IP</p>



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<ul style="list-style-type: none"> • Implement a schoolwide literacy plan utilizing the balanced literacy infusion model • Adopt the one school one book model to improve literacy skills • Adopt a school-wide RTI process to address deficits relative to reading • Implement targeted instructional plans for each level of RTI reading process. • Implement Read 180 with fidelity for the lowest level readers. • Determine current Lexile levels using Universal Screener (RI). • Actively move students to a lexile level of 1275 through use of our structured schoolwide literacy protocol • Strengthen teachers' instructional strategies in reading through Academic Coaching and collaboration. • 	<p>RI Lexile Data</p> <p>EOC Literature data</p> <p>Formative Assessments from School Literacy Plan</p> <p>RTI Records</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p>	<p>Novels</p> <p>Allocated Literacy Block</p> <p>RI Licenses</p> <p>Common Planning Time</p> <p>Funding for Literacy Materials</p> <p>Common Literacy Lessons Created by Literacy Coach</p>	<p>8/28/2017 – IP</p>
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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ul style="list-style-type: none"> • Implement Blended Learning Courses in the areas of Algebra I, Algebra II and Geometry using the gradpoint system. • Ensure blended learning teachers are embedding remedial strategies into teaching sessions. • Building RTI protocols to address deficits relative to math • Offer a course, Foundations of Algebra that will target the first quartile of students for remediation of foundational algebraic skills • Utilize the data team process to Identify weaknesses within course and design and implement a targeted remediation plan to close performance gaps • Incorporating a weekly rigor enriched task within the work session of the instructional framework 	<p>MI Data</p> <p>Pass/Fail Data</p> <p>CTLS and SLDS data</p> <p>Common assessment data</p> <p>RTI Records</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p>	<p>Common Planning Time</p>		<p>8/28/2017 – IP</p>
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<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> • Implement standards based grading policies that allow for checking for understanding of content • Utilize 20 day funds to support before and after school to provide intervention and reassessment opportunities for student performing below standard • Course Recovery – Online Learning Options • Allow students the option to take course extension when performing in the 60 -69 range • Counselors will continuously monitor at-risk students to determine risk for failure – 	<p>Progress Reports</p> <p>Data Team Summaries</p> <p>Pass/Fail Data</p> <p>CTLS and SLDS data</p> <p>Common assessment data</p> <p>Walkthroughs and review of lesson plans</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p> <p>Counselors</p>	<p>Funding for Tutorial/ Extended Learning</p> <p>Common Planning Time</p>		<p>8/28/2017 – IP</p>
<p>7. Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> • Align family engagement opportunities to all Strategic Goals. • Offer home based resources to parents to support their students (novels, access to study programs, additional learning materials) • Increase opportunities to strengthen parent understanding of the high school curriculum through various educational nights. 	<p>Family Engagement Sign In Logs</p> <p>Family Engagement Calendar</p>	<p>Parent Liaison</p>	<p>Funding for Parent Resources and Materials</p>		<p>8/28/2017 – IP</p>

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year’s plan due September 1)</p>
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<p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<ul style="list-style-type: none"> • The first Cobb County school to offer dual enrollment on site with Chattahoochee Technical College • Implement AP US History and AP Lang “skinny” throughout the year (ELA) • Flexible scheduling AP Resource Room Tutoring opportunities (Social Studies) • Allow native speaking students to test out of Foreign Language courses (ESOL) 	<p>Student MOWR Enrollment Data</p> <p>Formative/Summative Data</p> <p>pass/fail rates</p> <p>survey of students</p> <p>AP Exam Data</p>	<p>Teachers</p> <p>Admin</p> <p>Principal</p> <p>Counselors</p>	<p>N/A</p>		<p>8/28/2017 – IP</p>



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Continue to offer Title One funded Reading Course for students based on their RI captured lexile scores. Additional courses will be added at the BR reading level to support students with severe reading deficits • Continual Lexile monitoring through Reading Index • Support for literature and reading growth through school literacy plan. 2. <ul style="list-style-type: none"> • Students unsuccessful in Math/Algebra will be candidates for the Blended Learning Math Course and the Math Foundations Preparation Course • Continual numeracy monitoring through Math Index. • Foundations of Algebra: a course that is taught in addition to Algebra I to remediate student who have deficits in algebra. Placement is determined based on CRCT scores and 8th grade teacher recommendations. 	<p>RI Data</p> <p>MI Data</p> <p>CTLS Data</p> <p>Pass/Fail Rates</p> <p>Attendance Data</p> <p>Formative/ Summative Data</p> <p>RTI Records</p> <p>Transcript Audit Reports</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p> <p>Counselors</p>	<p>Funding for Extending Learning/Tutoring</p> <p>Common Planning Time</p> <p>Trainings on Building Strategy Usage</p>	<p>8/28/2017 – IP</p>
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	<ul style="list-style-type: none"> • Daily data protocols for math, results drive immediate remediation practices <p>3.</p> <ul style="list-style-type: none"> • Support students with programs that provide intervention for academic areas of struggle • Offer course recovery options to include: Gradpoint, CVA, GAVS and Course Extension • Offer extended learning opportunities to include after school and Saturday learning sessions to support student learning • Utilize school social worker to address chronic absences. • Offer targeted tutorial sessions for courses that have end of course examinations • Instructional coaches will support teachers with high failure rates with instructional strategy usage and intervention plan development 					
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<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. (AD)</p>	<ul style="list-style-type: none"> • Offer acceleration programs for students performing in the top quartile (Saturday learning academies, tutoring, etc) • Conduct study sessions for AP exams • Conduct move on when ready information sessions for students interested in pursuing college credit • Offer students the opportunity to enroll in college courses that earn high school credit hours • Develop a comprehensive Response to Intervention (RTI) to address deficit areas in literacy and math. • Offer extended learning opportunities to students before and after school 	<p>Tutoring Sign In Logs</p> <p>RTI Records</p> <p>Family Engagement Calendar</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Department Chairs</p> <p>PLC Leaders</p> <p>Admin</p> <p>Principal</p> <p>Counselors</p>	<p>Training on RTI –HS Development</p> <p>Funding for Acceleration Tutoring Sessions</p>		<p>8/28/2017 – IP</p>
<p>Other: (Priorities specific to school.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (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 ² , 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 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Utilize stakeholder input to improve school processes. (AdvED)	<ul style="list-style-type: none"> Utilize the parent resource room to conduct parent group sessions over topics ranging from specific courses to graduation requirements 	Sign In Logs	Parent Liaison	Funding for Parent Resources		8/28/2017 – IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	<ul style="list-style-type: none"> Ensure parents receive timely notification of information connected to school wide/ departmental instructional goals Maintain continuous communication through robocalls, website updates and emails to disseminate information. 	Sign In Logs Communication Logs	Parent Liaison	N/A		8/28/2017 – IP
Other: (Priorities specific to school.)	<ul style="list-style-type: none"> Offer literacy and numeracy conference weeks to parents (fall and spring) to discuss student lexiles and quartiles scores and provide resources to support student literacy and numeracy 	Sign In Logs Family Engagement Calendar	Parent Liaison	N/A		8/28/2017 – IP



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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> • To develop a school wide instructional framework. (Connected Learning Framework) • To implement data teams in all core subject areas • Ensure all teachers have access to instructional strategy bank per content • Support teachers with connecting intervention practices with assessment data. • Train teachers to utilize the CTLS platform as our means of developing common assessments, housing data, and disaggregating data to inform our differentiated practices. 	<p>Professional Learning Records</p> <p>Formative/ Summative Data Progress Monitoring Data</p>	<p>Academic Coaches</p> <p>Admin Principal</p>	<p>Training Time</p> <p>Funding for Teacher Materials</p> <p>Common Planning Time</p>		<p>8/28/2017 – IP</p>
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Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE ²)	<ul style="list-style-type: none"> • Norm our TKES evaluation expectations by discussing each standard and identify proficiency characteristics • Developing a learning walks observation data collection tool to be used by instructional coaches, department chairpersons and administrators • Connecting learning walk goals to TKES goals • Reviewing results of learning walks during the guiding coalition session • Developing professional learning opportunities for areas with high percentages of teachers performing at level II or below on the TKES observational tool 	TKES Walk-through Data Learning Walks Observation Data	Admin Principal	Common Planning Time		8/28/2017 – IP
Other: (Specific to school.)						

South Cobb High School is committed to ensuring ALL students excel academically. As such, a summary of our four strategic goals is listed below:

1. To increase school performance on ALL end of course assessments by **6%** at the proficiency level (Level III and IV) over the 2017/18 school year
 1.a - **Increase the *ELL* performance on the Access test by 6% when measuring progress toward English Proficiency**
2. Increase both our 4-year and 5-year cohort graduation rate by **5%** over the course of one school year
3. Increase the number of students reading within the lexile band at the 9th grade and 11th grade levels as measured by their 9th Grade Literature and American Literature End of Course Assessments by **4%** over the 2017/18 school year.
4. Increase the percentage of students participating in AP programs, MOWR and CTAE Pathway Completers by **5%** over the 2017/18 school year.