

<p>2. 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) 	<ul style="list-style-type: none"> • Diagnostics (pre-SLO or common pre-summative test) • Common formative checks during each lesson • Common post summative test/questions • Remediation: USA Test Prep • Diagnostics (beginning of semester/unit) • formative checks after each lesson • summative test (common assessment) • Utilize tutor.com 	<ul style="list-style-type: none"> • Teachers • Academic Coaches • Department Chair • Collaborative Teams • Admin • Principal 	<p>Licenses for RI / 9-10th grade</p> <p>Licenses for MI/ 9-10th grade</p> <p>CTLS training</p> <p>Tutor.com</p>	<p>IP- Collab team protocols were introduced to staff, meeting was not consistent across all disciplines.</p> <p>IP- Math did collaborate weekly and review data specifically in Geometry- there was an increase in student performance in Geometry as a result of the process</p>	
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<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>	<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 	<ul style="list-style-type: none"> • Summative / common assessment • Formative Assessments • Research based proven alternate assessments (departmentally decided) • Daily Data-Math team specific 	<ul style="list-style-type: none"> • Teachers • Academic Coaches • Department Chair • Collaborative Teams • Admin • Principal 	<ul style="list-style-type: none"> • Planning Time • Professional Development - Depth of Knowledge • CTLS, USA Test Prep, and other digital resources where banks of questions are housed • CTLS, USA Test Prep, and other digital resources where banks of questions are housed • Trend Data 	<p>IP- Collaborative teams developing common assessments</p> <p>Schoolwide movement to assessment through CTLS</p> <p>Mass RI/MI Screenings</p>	
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<ul style="list-style-type: none"> • 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 • Use School CCRPI Organizational committees to develop teacher leaders • Offer Title Funded Math and Science Blended model courses for students with patterns of math deficit and repeat course attempters. 	<ul style="list-style-type: none"> • Professional development calendar • Collaborative Team /Agendas Minutes 	<ul style="list-style-type: none"> • Teachers • Academic Coaches • Department Chair • Collaborative Teams • Admin • Principal 	<ul style="list-style-type: none"> • Topic Experts • Access to resources or personnel 	<p>IP – School Professional Learning Calendar developed after initial data review checkpoint – 9/16/2016</p>	

<p><i>5. Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<ul style="list-style-type: none"> • Develop a school-wide literacy program • 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. • Development of schoolwide reading strategies as literacy interventions. 	<ul style="list-style-type: none"> • RI Lexile Data • EOC data 	<ul style="list-style-type: none"> • Academic Coaches • Literature Team • Literacy Committee • Title 1 Reading Teacher • Admin • Principal 	<ul style="list-style-type: none"> • Technology access • Personnel • Common Book or Reading Materials 	<p>In Progress- Revamped school Response to Intervention Process</p> <p>8/2016 – SSA primarily responsible for implementation and facilitation</p>	
<p><i>6. Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • MI Data • Pass/Fail Data • CTLS and SLDS data • Common assessment data • RTI Records 	<ul style="list-style-type: none"> • Teachers • Academic Coaches • Department Chair • Collaborative Teams • Admin • Principal 	<ul style="list-style-type: none"> • Technology access • Personnel • Opportunities for afterschool learning 	<p>In Progress- Milestones 2015 Level III percent passing: 15.6</p> <p>Milestones 2016 Level III percent Passing: 13.5</p>	

<p>7. 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 remediation 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 • Offering individualized tutoring with mytutor.com • Counselors will continuously monitor at-risk students to determine risk for failure – Project G.R.A.D – Granting Remediation through Academic Development 	<ul style="list-style-type: none"> • Progress Reports • Data Team Summaries • Pass/Fail Data • CTLS and SLDS data • Common assessment data • Walkthroughs and review of lesson plans 	<ul style="list-style-type: none"> • Teachers • Academic Coaches • Department Chair • Collaborative Teams • Admin • Principal 	<ul style="list-style-type: none"> • Technology access • Personnel • Opportunities for afterschool learning • Resources to prep for exams (books, online programs, etc) 	<p>9th Grade Lit – 3 point gain Am Lit- 3 point gain Algebra – 2 point decrease Geometry – 9 point gain Biology – 2 point gain U.S. – 4 point gain Econ – 17. 5 point gain</p> <p>In progress- Levels III and IV – Milestones data</p>	
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Title Funded Blended model courses in high needs core content areas for students with patterns of deficit and repeat course attempters. • Develop an online platform designed as a resource for parents to utilize to support their students with difficult concepts at home. • Parent University Online 	<ul style="list-style-type: none"> • Parent Surveys • Parent perceptual Info • Feedback from PTSA 	<ul style="list-style-type: none"> • Title 1 Parent Liaison • Title Funded: Reading, Math and Science Instructors • Admin • Principal 	<ul style="list-style-type: none"> • Technology access • Personnel • Opportunities for afterschool learning 	<p>IP – Launched 8/2016</p>	

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

<p>District Focus Priorities 2016-2019</p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>						<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p>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>Results Of Key Actions: (Due June 30, 2017)</p>		

<p>Identify local school innovations through system flexibility to increase student achievement. (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) 	<ul style="list-style-type: none"> • Formative/ Summative Data • pass/fail rates • survey of students • AP Exam Data 	<ul style="list-style-type: none"> • AP Teachers • Admin • Principal 	<ul style="list-style-type: none"> • AP Classroom • Personnel 	<p>IP – Level four data from CTLS</p> <p>U.S. – 4 point gain Am Lit- 3 point gain</p>	
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<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 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S) 	<p>Reading/Literacy</p> <ol style="list-style-type: none"> 1. Continual Lexile monitoring through Reading Index. 2. Support for literature and reading growth through school literacy plan. 3. Title Funded Reading Course (Read 180) for students with severe reading deficits. <p>Numeracy</p> <ol style="list-style-type: none"> 4. Continual numeracy monitoring through Math Index. 5. 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. 6. myTutor.com: an online one-on-one 24 hour web-based program that will allow student to find assistance for any core subject 7. Daily data protocols for math, results drive immediate remediation practices 8. Title Funded Math Blended model course for students with patterns of math deficit and repeat course attempters. 	<ul style="list-style-type: none"> • RI Data • MI Data • CTLS Data • Pass/Fail Rates • Attendance Data • Formative/ Summative Data • Online Program Data • Progress Monitoring Data • RTI Records 	<ul style="list-style-type: none"> • Academic Coaches • Literature Team • Literacy Committee • Title 1 Reading Teacher • Title 1 Math Teacher • Admin • Principal 	<ul style="list-style-type: none"> • My-tutor.com • Lexile Data • CVA • Gradpoint • Personnel • Counseling Department Support • Funding for hourly pay 	<p>IP-Hired Title 1: Reading Instructor/ Math Gradpoint Instructor/ Science Gradpoint Instructor/School Literacy Coach/ Science Coach/Math Coach</p> <p>See data table</p>	
<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>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Offer curriculum nights and online math videos to parents via Parent University • Student tutorial videos offered online through teacher blogs 	<ul style="list-style-type: none"> • Parent Sign In Sheets • Website Traffic Records 	<ul style="list-style-type: none"> • Title 1 Parent Liaison • Admin • Principal • Academic Coaches • PTSA 	<p>Funding for resources and materials</p>	<p>IP – Two curriculum nights offered during 2015-16 school year.</p> <p>Planning faces for the 2016-17 school year</p>	
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>						<p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
	<p>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>Results Of Key Actions: (Due June 30, 2017)</p>		
<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> • Develop a Title One Parent Liaison facilitated parent advisory board. Meetings held monthly. • Conduct Principal roundtable discussions/ Coffee with Principal/ Virtual Meetings • Engage parents for input at every school event (Parent Liaison accessible via athletic events and major performances. • Use the school council committee to provide input • Student Surveys • Teacher Surveys • Use the PTSA to provide input • Parent Liaison days in the community at local apartment complexes and grocery stores. 	<ul style="list-style-type: none"> • Parent Sign In Sheets • Survey Data • Climate Survey Data • State survey data 	<ul style="list-style-type: none"> • Title 1 Parent Liaison • Admin • Principal 	<p>Funding for meeting materials</p>	<ul style="list-style-type: none"> • IP - PTSA feedback sessions offered. • Development of Parent Advisory Council - 9/2/2016 • A monthly Title I parent meeting offered. 		

Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)	<ul style="list-style-type: none"> Parents and Pound cake Title 1 -Parent Advisory Board School Advisory Council PTSA Parents as Parents The creation of Parent University – Online learning platform for parents to become more connected with academic services and strategies to support their students 	<ul style="list-style-type: none"> Parent Sign In Sheets Website Traffic Records 	<ul style="list-style-type: none"> Title 1 Parent Liaison Admin Principal PTSA 	Funding for meeting materials	<ul style="list-style-type: none"> IP - PTSA feedback sessions offered. Development of Parent Advisory Council - 9/2/2016 A monthly Title I parent meeting offered. 	
Other: (Priorities specific to school, division, or area. Can be multiple.)	<ul style="list-style-type: none"> Teacher websites Social Media Platforms Podcasts/Blogs Blackboard Communication Mailings/Robo-Calls 	<ul style="list-style-type: none"> Website Traffic Records 	<ul style="list-style-type: none"> Teachers Academic Coaches Department Chair Collaborative Teams Admin Principal 	N/A	IP- Teacher websites	

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

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
<u>Focus Priorities:</u> (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:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		

Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	<ul style="list-style-type: none"> Involve members of the department and administrative team in the interview process. Establish relationships with local colleges / universities to identify potential candidates early Request and review annual evaluations before interviewing candidates When appropriate, utilize a performance based interview protocol for potential candidates 	<ul style="list-style-type: none"> Annual Evaluations Panel Rubrics Transcripts Assessment Scores 	<ul style="list-style-type: none"> Academic Coaches Department Chair Admin Principal 	Access to HQ Candidates	IP – Fully staffed by 8/31/2016	
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. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (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)	<ul style="list-style-type: none"> Use instructional coaches to conduct informal observations and support teachers systematically and consistently. Provide ongoing professional learning through our school wide - Teaching Tuesday Professional Development Series. Use data from the TKES walks and formative assessments to determine additional areas of focus through professional development 	<ul style="list-style-type: none"> Lesson Plans Professional Learning Records Formative / Summative Data Progress Monitoring Data 	<ul style="list-style-type: none"> Academic Coaches Department Chair Admin Principal 	Strategy Guides CDLS Platform Training Online Progress Monitoring Programs	IP – Admin Synchronization discussion held 8/2016 Learning Walks scheduled with Instructional Coaches/Department Chairs/Admin	
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 (IE²)	<ul style="list-style-type: none"> Conduct team walks to identify common concerns/areas of growth Determine trends and tailor professional learning opportunities to address them Utilize Instructional Coaches to help strengthen individual teacher performance through individualized coaching and modeling sessions. 	<ul style="list-style-type: none"> TKES Walk-through Data 	<ul style="list-style-type: none"> Academic Coaches Department Chair Admin Principal 	Instructional Coach Support Professional Development	IP – Admin Synchronization discussion held 8/2016 Learning Walks scheduled with Instructional Coaches/Department Chairs/Admin	
Other: (Specific to school, division, or area. Can be more than one.)						

High School Key Trends: South Cobb

Trend	South Cobb			Cobb		
	2014	2015	2016	2014	2015	2016
Four-year Graduation Rate	64.0%	74.9%		78.2%	81.4%	
Five-year Graduation Rate	64.1%	68.0%		78.8%	81.7%	
Lexile Levels 11th Grade	33.1%	43.3%		56.4%	66.7%	
College Ready	22.8%	21.0%	24.2%	43.8%	44.8%	51.7%
On-track for Graduation	74.0%	72.1%	69.3%	73.5%	76.8%	87.2%
Career Ready	32.9%	58.1%	38.5%	55.1%	52.0%	47.3%
Advanced Academics	43.7%	45.0%	45.9%	58.5%	60.0%	61.0%
Stakeholder Satisfaction	69.9%	56.6%	56.2%	62.9%	63.8%	64.7%
CCRPI Score	62.7	67.8		77.7	83.9	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for several of the key trends in the above table. Scores for these trends are expected from the Ga DOE in late 2016.

Descriptions of Key Trends

Four-year Graduation Rate

Four-year cohort graduation rate as reported by the Georgia Department of Education (GaDOE).

Five-year Graduation Rate

Five-year cohort graduation rate as reported by the GaDOE.

Lexiles 11th Grade

The percentage of 11th grade students with Lexile scores on the state assessment (EOC) above 1275. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

College Ready

Percentage of 10th grade students whose PSAT score met the college ready benchmark set by the College Board for both subject tests.

On-track for Graduation

Percentage of 9th graders who were not retained as reported in the student record data collection.

Career Ready

Percentage of students who completed all the course requirements for a Career, Technical, or Agricultural (CTAE) pathway and passed the End-of-Pathway assessments.

Advanced Academics

The percentage of students enrolled in advanced classes based on an unduplicated count of students enrolled in AP, Honors, IB, or Magnet courses.

Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the GaDOE. The Cobb CCRPI score shown here is the weighted average of all Cobb high schools.