



Cobb Horizon High School 2018-2019 Strategic Plan

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

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | Local School Key Actions: (List as many actions as needed in each box.) | Measured by: | Results of Key Actions from last year's plan: (Due September 1) |
|---|--|---|--|---|
| Simplify the foundation of teaching and learning to prepare for innovation. | <i>Ensure all teachers prioritize standards.</i> | <p>Teachers will collaborate with like subject area teachers to prioritize standards</p> <p>Teachers will work with District Level Gradpoint Support and Leadership to continue to develop resources in the Gradpoint platform</p> <p>Administration will review and support teachers in best practices within the Gradpoint platform</p> | (Use collaborative team agendas, unit plans, observations, and/or TKES results) | |
| | <i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i> | <p>Quarterly reviews of current standards based, blended learning instructional model</p> <p>Early Release Staff Development Days</p> | (Use collaborative team agendas, unit plans, observations, and/or notes) | |

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

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | Local School Key Actions: (List as many actions as needed in each box.) | Measured by: | Results of Key Actions from last year's plan: (Due September 1) |
|------------------------------------|--|---|--|---|
| Use data to make decisions. | <i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i> | Admin will begin process of implementation of CTLS Assess | <i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i> | |
| | <i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i> | RI and MI will be administered to students identified as "remedial" based on past testing experiences Students not reaching target scores will utilize Read 180 programming to support adjusted instructional strategies | <i>(Use RI and MI data)</i> | |
| | <i>Increase percentage of students performing at grade level in reading and math.</i> | Focus on remedial students, including special education and ESOL instructional strategies and targeted interventions will be utilized | <i>(Use CCRPI data)</i> | |



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

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|---|---|--|---------------------------------------|--|
| Make Cobb the best place to teach, lead, and learn. | <i>Utilize stakeholder input to improve school processes.</i> | All new staff members will receive "Capturing Kids Hearts" Training Focus on building school traditions involving student leaders, teacher leadership team, and a developing sense of community | <i>(Use GA Climate Survey data)</i> | |
| | <i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i> | Initial programs will be established and reviewed throughout the year based on involvement and needs Site Coordinator and Communities in Schools resources will be utilized throughout the year Ongoing needs assessment of our ever student body through graduation coach surveys and data collection | <i>(Collect data at local school)</i> | |



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

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | Key Actions: (List as many actions as needed in each box.) | Measured by: | Results of Key Actions from last year's plan: (Due September 1) |
|---|--|---|--|---|
| Make Cobb the best place to teach, lead, and learn. | <i>Develop teacher leaders.</i> | Establish and develop first ever teacher leadership group Continue to develop, attract, and hire new staff members | <i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i> | |
| | <i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i> | Professional learning based on blended learning model utilizing Gradpoint and best practices Develop additional rubrics pertaining to our blended learning model in relation to the TKES evaluation tool | <i>(Use results from TKES and LKES evaluations)</i> | |