



HILLGROVE HIGH SCHOOL 2017-18 Cobb Strategic Plan

<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. (S)</p>	<p>All teachers will ADMINISTER a minimum of 2 locally created flexible formative assessments designed within the CTLS platform</p> <p>Math and ELA teachers will ADMINISTER district created flexible formative assessments within the CTLS platform</p>	<p>Formative Assessment Data</p> <p>Touchstone Data</p>	<p>Faculty</p> <p>Math and ELA Teachers</p>	<p>CTLS Platform</p> <p>CTLS Platform</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Collaborative teams will ACTIVELY COLLABORATE by content area and student success will be monitored by the weekly/consistent revisiting of the 4 PLC questions</p> <p>ELA teachers will PARTICIPATE in the district training for the Springboard curriculum</p> <p>Staff will PARTICIPATE in training on CTLS TEACH and ASSESS</p> <p>Teachers will PARTICIPATE in the school wide professional learning plan which aligns with key components that build the PLC culture (see attached)</p>	<p>Weekly collaborative team notes</p> <p>Strategies noted in lesson plans</p> <p>Attendance in trainings</p> <p>Attendance in trainings</p>	<p>Faculty</p> <p>ELA Teachers</p> <p>Faculty</p> <p>Faculty</p>			
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Teachers will ASSESS all rising 9th grade students twice per year using the Reading Inventory and ANALYZE RI data to differentiate and make instructional decisions</p> <p>DEVELOP and USE a common language and strategies for teaching reading comprehension across content areas.</p>	<p>Reading Inventory data</p>	<p>Administrator and ELA Teachers</p>			



HILLGROVE HIGH SCHOOL 2017-18 Cobb Strategic Plan

<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>	<p>Teachers will ASSESS all rising 9th grade students 3 times per year using the Math Inventory and ANALYZE MI data to differentiate and make instructional decisions</p>	<p>Math Inventory data</p>	<p>Administrator and Math Teachers</p>			
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>INCREASE the number of students taking course extension and tutoring opportunities to assist them in obtaining appropriate credits for promotion</p> <p>INCREASE the number of students who are on track to advance with their cohort</p>	<p>Course extension and tutoring participation</p> <p>Student Attendance</p>	<p>Administrator and Counselors</p> <p>Faculty</p>			
<p>7. Other: (Priorities specific to school.)</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, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</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 from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: 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>	<p>IMPLEMENT the 360 classroom model in a designated math classroom</p>	<p>One math classroom environment</p>	<p>Teacher</p>	<p>White boards surrounding classroom</p>		



HILLGROVE HIGH SCHOOL 2017-18 Cobb Strategic Plan

<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. UTILIZE universal screeners to monitor changes in student reading and math proficiency 2. PROVIDE tutoring sessions on Tuesdays and Thursdays for all math students 3. PROVIDE course extension and GradPoint opportunities to students in specific content areas to allow them to stay on track for graduation 	<p>Reading and Math Inventories</p> <p>Tutoring logs and student retest data</p> <p>Class rosters</p>	<p>ELA and Math Faculty and Administrator</p>	<p>20 Day funds</p> <p>Reading and Math Inventory access</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>OFFER a zero hour French I and Latin I class to our feeder middle schools; dual enrollment; distance learning and Gradpoint courses.</p>	<p>Student Attendance</p>	<p>Faculty</p>	<p>Courses offered</p>		
<p>Other: (Priorities specific to school.)</p>	<p>IMPLEMENT RTI Tier II Interventions for students struggling in Math and Reading</p> <p>IMPLEMENT weekly small group advisement time to address organizational and instructional needs of identified students struggling in core academic areas</p>	<p>Student needs</p> <p>Student grades</p>	<p>Faculty</p> <p>Assigned Faculty</p>	<p>RTI Portal</p> <p>Available Teachers and rooms</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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HILLGROVE HIGH SCHOOL 2017-18 Cobb Strategic Plan

<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</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 from last year's plan: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>USE Student health survey results to navigate school practices and operations and to assist with the development of SSP key actions</p> <p>CONSIDER Student voice when making decisions to improve school processes through the student advisory board</p>	<p>Results data</p> <p>Student feedback</p>	<p>Administration and School Leaders</p> <p>Principal and Students</p>			
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>DEVELOP a student advisory board to share school practices that are strengths, weaknesses and/or gain student input</p> <p>IMPLEMENT Face Time meetings with parents 3 times per semester for verbal surveys and/or concerns and input</p> <p>IMPLEMENT surveys during open house and after senior project</p> <p>INCREASE participation in School Council meetings</p> <p>DEVELOP a Guiding coalition that will formulate collaboration practices aligned with PLC culture</p>	<p>Meeting minutes</p> <p>Parent attendance</p> <p>Parent participation</p> <p>Parent Attendance</p> <p>Meeting minutes</p>	<p>Principal and Students</p> <p>Principal and Parents</p> <p>Parents</p> <p>Parents</p> <p>Teachers</p>			
<p>Other: (Priorities specific to school.)</p>						



HILLGROVE HIGH SCHOOL 2017-18 Cobb Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</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 from last year's plan: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>ESTABLISH Professional Learning Communities with a centralized focus on the 4 questions for effective collaboration</p> <p>PROVIDE trainings that reflect the goal of obtaining effective collaboration with the use of data</p>	<p>Weekly collaboration notes</p> <p>Training attendance</p>	<p>Faculty</p> <p>Faculty</p>	<p>Trainings in house and from the district</p> <p>TTIS</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>UTILIZE formative observation data to identify areas of growth and PROVIDE immediate feedback to teachers</p>	<p>TKES platform comments</p>	<p>Administration</p>	<p>TKES Platform</p>		



HILLGROVE HIGH SCHOOL 2017-18 Cobb Strategic Plan

Other:
(Specific to school.)

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