



# (Sprayberry High School) 2017-18 Cobb Strategic Plan

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> <i>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p><b>2017-18 Aligned Actions and Measurements</b> <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b>Focus Priority Status:</b> <b><u>(Complete after school year based on results)</u></b> IP = In Progress FO = Fully Operational</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>1. Collaborative teams will meet, develop, and share instructional strategies based on student achievement results. 2. Collaborative teams will meet to discuss assessment data to make data driven instructional decisions. 3. Collaborative teams will discuss and design accelerated intervention plans and enrichment activities. 4. Utilize the RTI process more effectively to identify and assist students that need remediation</p>	<p>- PLC Instructional Plans - Student achievement - "Almost There" assessments - Pass/Fail rates - CTLS data -RTI process data</p>	<p>Teachers, Collaborative Teams, Dept. Chairs, Administration</p>	<p>Professional Learning budget</p>		
<p><i>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)</i></p>	<p>1. Collaborative teams will discuss and develop common formative assessments in all subject areas. 2. Collaborative teams will discuss student progress and make adjustments to instruction to meet the learning needs of all students.</p>	<p>- SLO data - Universal screener - Student work samples - Student questioning - PLC data analysis - Student grades - CTLS</p>	<p>Administration, PLC leaders, Teachers, Dept. Chairs</p>	<p>N/A</p>		



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<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>	<ol style="list-style-type: none"> <li>1. All teachers will meet weekly within collaborative groups to design instructional plans, develop common assessments, analyze data to identify gaps in student learning, and develop plans for accelerated intervention.</li> <li>2. All administrators will attend weekly collaborative meetings in every content area.</li> <li>3. Administrators will introduce a PLC Instructional Plan Template for the school that will allow collaborative teams to describe their learning plans each day and will guide the team through the data driven decision making process.</li> <li>4. The master schedule will provide common departmental planning periods for Core Content areas, Special Education and Fine Arts.</li> <li>5. The principal will form a Guiding Coalition; this team will meet to revise the school Mission Statement and oversee the PLC process.</li> <li>6. Norms will be established and reinforced with each Collaborative team.</li> <li>8. Collaborative teams will work towards: 1. A Focus on Learning, 2. Collaboration 3. Results Oriented</li> </ol>	<ul style="list-style-type: none"> <li>- Administration monitoring</li> <li>- Common Assessments</li> <li>- Differentiated activities</li> <li>- Accelerated Intervention plans</li> <li>- Re-assessments</li> <li>- PLC Instructional Plans</li> <li>- CTLS</li> </ul>	<p>Teachers, PLC leaders, Dept. Chairs, Guiding Coalition, Administration</p>	<p>Professional Learning Budget</p>		
<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Reading initiative:</p> <ol style="list-style-type: none"> <li>1. Summer Reading assignments</li> <li>2. Read 180</li> <li>3. Higher-Level texts</li> <li>4. RI Screeners</li> <li>5. Students scheduled in Read-180 based on Lexile score and teacher recommendations</li> </ol>	<ul style="list-style-type: none"> <li>- Student Lexile levels</li> <li>- RI scores</li> <li>- Student work</li> <li>- Newsela</li> <li>-RTI Groups</li> </ul>	<p>Teachers, Dept. Chairs, Administration</p>	<p>20 day funds</p>		



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<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<ol style="list-style-type: none"> <li>1. Smaller class sizes for yearlong support classes</li> <li>2. Common departmental planning for co-teacher and gen ed. teacher</li> <li>3. Progress monitoring from Sp. Ed. teachers and PLC teams</li> <li>4. Differentiation and individualized instruction provided for low learners</li> <li>5. Continue development and effective use of the (AO) Academic Opportunity period</li> <li>6. Utilize IE<sup>2</sup> initiatives to help low performing math students</li> </ol>	<ul style="list-style-type: none"> <li>- Demonstrating a +3% gain in Algebra EOC scores each year</li> <li>- Demonstrating a +3% gain in Geometry EOC scores each year</li> <li>- Demonstrating a greater pass percentages for all math classes</li> </ul>	<p>Math teachers, Administration, Academic Coach</p>	<p>20 day funds</p>		
<p>6. Increase number of students academically completing every grade. <b>(S)</b></p>	<ol style="list-style-type: none"> <li>1. Expand RTI process at school</li> <li>2. Designation of .5 allotment to fund an Academic Coach who will focus on improving the graduation rate and the bottom 25% of each grade level</li> <li>3. ELA to develop a specific focus on improving reading and writing skills</li> <li>4. Creative scheduling to help the students that are off-track</li> <li>5. Implement IE<sup>2</sup> math class for seniors.</li> <li>6. Increase AO to 45 minutes twice a week and begin program in week 2 each semester</li> <li>7. NHS students will be used during AO to assist teachers by tutoring students in the content area</li> </ol>	<ul style="list-style-type: none"> <li>- Student achievement levels</li> <li>- Increases in student Pass rate</li> <li>- Increase in writing skills on Summative assessments and EOC exams</li> <li>- IE<sup>2</sup> math success rate</li> <li>- AO effectiveness</li> <li>- RTI online data collection</li> </ul>	<p>Teachers, Dept. Chairs, Academic Coach Administration, Counselors</p>	<p>20 day funds</p>		



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<p><b>7. Other:</b> Increase the number of students successfully completing the End of Pathways Assessments (EOPA) and mastering specific skills to be able to compete for jobs as a trained professional</p>	<ol style="list-style-type: none"> <li>1. Increasing the number of CTAE pathway completers.</li> <li>2. Increase the number of students enrolling in Work Based Learning (WBL) programs.</li> <li>3. Develop specific job skills to competitively enter the work force</li> <li>3. Emphasize the importance of soft skills development for employment.</li> <li>4. Establishment of DECA, FCCLA, HOSA and Skills USA to give our students experiences in competing at state and national competitions.</li> </ol>	<ul style="list-style-type: none"> <li>-EOPA student data</li> <li>-increased enrollment in WBL classes.</li> <li>-employers assessment of WBL students</li> <li>-Soft skills development in all CTAE classes</li> <li>-CTAE clubs to promote competition in CTAE classes</li> </ul>	CTAE Teachers, CTAE Administrator, Administration	Travel funds	
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## Board Goal 2: *Differentiate resources for students based on needs.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><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><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><u>Focus Priority Status:</u> 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>	<p>Expanding the impact that the Scholars Academy has on the International Spanish Language Academy, STEM Academy, Leadership, Law &amp; Public Service Academy pathways</p>	<ul style="list-style-type: none"> <li>- Student grades in program</li> <li>- Program evaluation survey</li> </ul>	Program Coordinators, Department Chairs, Administration	Professional Learning Budget		



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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. Students not reading at grade level will be scheduled in Read-180 as well as assigned to the Read-180 AO</li> <li>2. Students that are not achieving at grade level in math will be scheduled in Foundations classes and co-taught classes</li> <li>3. Students that are not on-track to graduate on time will receive priority scheduling, Grad Point classes, IE2 classes when applicable and be assigned to the Academic coach for remediation</li> <li>4. Follow RTI process. Monitor and develop remediation plans for students that are not on-track to graduate</li> </ol>	<ol style="list-style-type: none"> <li>1. Lexile Scores</li> <li>2. RI and Math grades</li> <li>3. Student achievement, Transcripts, Academic Coach individual plans</li> </ol>	<p>Teachers, Dept. Chairs, PLCs, Academic Coach, Administration</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. <b>(AD)</b></p>	<p>Schedule classes in:</p> <ul style="list-style-type: none"> <li>• Human Anatomy-Essentials of Healthcare</li> <li>• DL French 2 course-partner with Kell HS</li> <li>• ISLA, STEM, Leadership pathways</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment in Healthcare classes</li> <li>- Enrollment in Scholars Academy</li> <li>- Student exit surveys from program classes</li> <li>- Student grades in DL French class</li> </ul>	<p>Department chairs, Teachers, Program coordinators, Administration</p>	<p>Foundation / PTSA</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>						

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



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<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>					
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Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<ol style="list-style-type: none"> <li>1. Present SSP to School Council, PTSA, BLT, Guiding Coalition, Staff and School Foundation</li> <li>2. Post SSP on school website</li> <li>3. Adjust SSP based on Stakeholders feedback and student/school needs</li> </ol>	Stakeholder Feedback, Teacher commentary, Outcomes of school climate survey data	Principal, Administrators, Dept. Chairs, Public Relations team, Counselors, Parent Facilitator	N/A		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<ol style="list-style-type: none"> <li>1. Develop opportunities where parents can get involved</li> <li>2. Parent nights hosted by the guidance dept. Topics to include: social media impact, apply to college, financial aid, current issues, other topics as needed</li> <li>3. Latino Parent night to ensure specific information is communicated effectively</li> <li>4. Attend and engage in Daniell MS and Simpson MS Open Houses and parent events to help build relationships with future parents.</li> <li>5. Continue to develop relationships with the NCBA business community and local Business partners</li> </ol>	<ul style="list-style-type: none"> <li>- Parent surveys, attendance, feedback,</li> <li>- School Council, PTSA, Foundation, Business Partners and community input</li> </ul>	Administration, Stakeholders, Counselors, Parent Facilitator	Guest Speakers, Planning time, Marketing expenses		



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<p><b>Other:</b> Increase Parent and Teacher involvement in School Improvement process</p>	<p>1. Continue seeking opportunities for parents to get involved in all aspects of School Improvement</p> <p>2. Develop school wide SIP teams to promote teacher involvement with the SIP process</p>	<p>- Parent participation in Booster clubs, PTSA, Foundation, community service projects</p> <p>- Teacher participation in SIP teams</p>	<p>Administration, Coaches, PTSA officers, Foundation officers, Teachers, Counselors, Parent Facilitator</p>			
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## 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 IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>- Ongoing Professional Development, Professional Learning Communities, Conferences, Peer Observations, Level Collaborations</p>	<p>- TKES Observations - Student Achievement Data - Stakeholder feedback</p>	<p>Administration, Teachers</p>	<p>Professional Development presenter, Conference expenses, release time</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<p>Establish Professional growth opportunities determined by TKES and LKES</p>	<p>- TKES, LKES, Observations</p>	<p>Guiding Coalition, Administration, Principal,</p>	<p>Release time, Specific Prof. development</p>		



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<p><b>Other:</b> Retain and Hire the most highly effective teachers</p>	<ul style="list-style-type: none"><li>- Advertise and review the most qualified teacher candidates available</li><li>- Attend Job fairs and recruiting opportunities</li><li>- Recruit the best teachers as early as possible</li></ul>	TKES evaluations, Student needs Student achievement	Dept. Chairs, Administration, Principal,	N/A		
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