Georgia Department of Education

South Cobb High School
Improvement Plan
2021-2022
Comprehensive Needs Assessment

| Date Submitted: |
| 5/17/2021 |
| |
| Date Revised: |
| 8/13/2021 |
| 8/30/2021 |

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

1. *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task

2. *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content

3. *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it

4. *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

1. *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
2. *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
3. *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
4. *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
5. *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

6. *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
7. *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
8. *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
9. *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

10. *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
11. *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
12. *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
13. *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
14. *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

15. *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:
16. *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
17. *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
18. *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.
19. Plan and prepare for the process
20. Collect and analyze data
21. Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.
22. Consider all the evidence for needed improvements
23. Research possible interventions
24. Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.
25. Identify roles and responsibilities of those implementing the intervention
26. Develop a team that will deeply understand the intervention and of best ways to implement it
27. Develop the implementation timeline
28. Identify resources and supports needed for the implementation of the intervention
29. Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.
30. Collect information to monitor the quality of supports being provided for the intervention
31. Consider what additional information is needed to determine if intervention is working
32. Assess the degree to which the implementation plan is being followed
33. Identify ways to break down any barriers
34. Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

35. Determine if the staff can formally study the effects of the intervention to share with others in the field
36. Monitor implementation and progress against defined goals
37. Define reasonable expectations for success
38. Identify and track progress and performance
39. Develop a plan for how knowledge about the intervention will be shared with others
40. Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education
School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Cobb County School District
School Name	South Cobb High School
Team Lead	Mr. Tommy Perry
Position	Principal
Email	Tommy.Perry@cobbk12.org
Phone	7708182611

Federal Funding Options to Be Employed (SWP Schools) in This Plan **(Select all that apply)**	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty **(Select all that apply)**	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

| *Specific* | *Measurable* | *Attainable* | *Relevant* | *Time-bound* |

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2020-2021 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System
CIS-1   Planning for quality instruction
CIS-2   Delivering quality instruction
CIS-3   Monitoring student progress
CIS-4   Refining the instructional system

Effective Leadership
EL-1   Creating and maintaining a climate and culture
            conducive to learning
EL-2   Cultivating and distributing leadership
EL-3   Ensuring high quality instruction in all classrooms
EL-4   Managing the district and its resources
EL-5   Driving improvement efforts

Professional Capacity
PC-1   Attracting staff
PC-2   Developing staff
PC-3   Retaining staff
PC-4   Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement
FCE-1 Welcoming all families and the community FCE-2 Communicating effectively with all families and
            the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the
            community
FCE-6 Collaborating with the community

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

Cobb County Title I School Improvement Plan 2021-2022

PLANNING and PREPARATION

Date(s) 3/24/2021, 3/26/2021, 3/30/2021, 4/15/2021, 4/16/2021,

a. **IDENTIFICATION of STAKEHOLDERS**

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

Position/Role	Name
Title I Supervisor	Dr. Dennissa Brown
Academic Coach (District)	n/a
Academic Coach (Local School)	Dr. Deanne Young, Ricardo Pacheco, Staci Christian-Bryant
Parent (Non CCSD Employee)	Mrs. Desiree Swinny
Business Partner	Mrs. Joann Green
Counselor	Mrs. Jennifer Higgins brooks
Parent Facilitator	Mrs. Sarah Klegin
Health Care Providers	Nurse Tishana Anderson
Social Workers	Mrs. Mandy Goodwin
IHE Leaders (College Contact)	Dr. DeAnne Young, American Intercontinental University, Math Adjunct
Faith-based Community Leaders	Pastor Reginald Fields
Technology Experts (TIS)	Emily Freeman
Media Specialists/Librarians	Rhonda Mckitt, Brian Ragsdale
Police/Public or School Safety Officers	Terry Parks, Ronald George

Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): _____

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school.

Position/Role	Printed Name	Signature
Tommy Perry	Principal	
Sean Strachan	Assistant Principal	
Elizabeth Hayden	Assistant Principal	
Mrs. Nicole Stennis	Assistant Principal	
Mrs. Amanda Burks	Assistant Principal	
Mr. Corey Sanford	Assistant Principal	
Dr. Renee Stephens	Assistant Principal	
Mrs. Jennifer Higgins- Brooks	Director of Counseling	
Ricardo Pacheco	Academic Coach	
Staci Christian-Bryant	Academic Coach	
Dr. Deanne Young	Academic Coach/ College Adjunct	
Sarah Klegin	Parent Facilitator	

IDENTIFICATION of STAKEHOLDERS
References: Schoolwide Checklist 3.b.

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders **must** be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). *References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]*
The 2020-2021 Comprehensive needs assessment was conducted by seeking advice from a wide range of South Cobb High School stake holders. Teachers, administrators, support personnel, paraprofessionals, community partners and parents were all consulted concerning the needs of the school and the development of the SIP virtually and f2f. Using data, the committee identified several areas of concern (as noted in each goal section) and conducted a root cause analysis to determine where the most critical areas of support were needed. The committee also evaluated the current support in place to increase student achievement, adding or tabling supports that did not respond to the root causes. Each committee member provided feedback on additional needs and goals for the school. A copy of the SIP is available on our school website under the Title One tab: cobbk12.org/southcobb/ In addition to the SCHS Teams Folder contained in Onedrive. The School Improvement Plan is developed during a one-year period as outlined in Sec. 114(b) (1-5) of ESSA. The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b) (1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The School Improvement Plan is available to the local educational agency, families and the public, by being published on the local school website an available in the front office of the school. The information contained in such plan shall be in an understanding and uniform format and, to the extent practicable, provide in a language that the families can understand.

<u>**Comprehensive Needs Assessment**</u> (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: To increase student performance on End of Course assessments by 3% as measured by CTLS summative assessments given during the 2020-2021 school year in (American Lit, Algebra I, US History, and Biology)
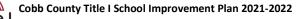
1. **Was the goal met?**
   No
2. **What data supports the outcome of the goal?**

   EOC data in Biology, American Literature, US History, Algebra I

   > **Commented [DB1]:** Can you add a chart of the data summary?

3. **What process/action step/Intervention contributed to the outcome of the goal?**
   1. Less students participated in EOC exams due to the lessening the percentage weight of the EOC
   2. Direct instruction was reduced to 4 days a week.
   3. Decrease opportunities for students to work in groups collaborating with peers.
   4. Challenging start of school year with teachers and students training and access to CTLS
   5. Limited opportunities for teachers to monitor and provide feedback to all students.
   6. Inconsistencies in students access to technology and connectivity.
   7. Decreased opportunities for engaging labs and science activities.
   8. Difficulty to implement strategies with fidelity.
   9. The use of the hybrid-teaching model / face to face testing requirement challenge

4. **Reflecting on outcomes:**
   a. **If the goal was not met, what actionable strategies could be implemented to address the area of need?**
   1. Continue to collaborate in creating common assessments and using data to drive instruction.
   2. As students return face-to-face use instructional strategies with fidelity.
   3. Use of Syntax Surgery, USA Test Prep, Read Works (Lexile) – Open Ended Questions and Common Lit (Writing)
   4. Focus of teachers on learning targets and continuous support of students through re-teaching and re-assessing helping students.

5. More Remediation in person and virtual opportunities
6. Adequate access to technology contributed.
7. Continued use of Learning Targets (LT) to organize and drive instruction to provide the opportunity for students and teachers to be clear about what they need to know and understand. The implementation of the 360 classroom, software programs such as Delta Math and Ascend Math also support our students.
8. Use of data from daily formative assessments, scaffolding and technology such as graphing calculators and increased literacy were used to support this goal.

Goal 2: To increase Lexile Literacy Readiness Indicator performance by at least 50 Lexile points in grades 9th 10th and 11th utilizing the Reading Inventory (RI)

1. Was the goal met? The goal was not met.

2. What data supports the outcome of the goal? Reading Inventory data

> **Commented [DB2]:** Add data chart

3. What process/action step/Intervention contributed to the outcome of the goal? Students Teachers implemented various strategies to help grow the student's Lexile over the course of the semester. Teachers were unable to teach literacy block as they did face to face, teachers had little control over monitoring progress and participation as they did face2 face. Student class attendance was inconsistent and sporadic throughout the year.

4. Reflecting on outcomes:

> b. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? The continued use and expansion to ELA of Achieve 3000, continued implementation of literacy block with fidelity, and proven ELA strategies such as close reading and R.A.C.E.R., and annotation in order to strengthen reading comprehension and Lexile for all students. Focus on education of parents and community about the importance of Lexiles.
> c. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
> d. If the outcomes **exceeded** the goal, what are the next steps?

1. Was the goal met?

2. What data supports the outcome of the goal?

3. What process/action step/Intervention contributed to the outcome of the goal?

4. Reflecting on outcomes:

    a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
    b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
    c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 3: (Identify Goal 3 here) There is a need to improve school climate rating of South Cobb High School from 80.90 percent (Level III) based on the 2019 CCRPI to 83.4% to (Level IV).
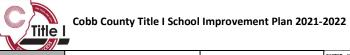
A. Was the goal met? The Goal was not met.

B. What data supports the outcome of the goal? The state suspended the annual climate since of the pandemic. Discipline and attendance data was inconsistent due to the hybrid-model.

C. What process/action step/Intervention contributed to the outcome of the goal?

D. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? One strategy that the has been implemented already is the production of school climate surveys that are in-house to gage our staff input about the climate of the school. The school climate survey that is usually conducted with parents yielded very limited results. The plan is to promote this survey next year so that we get better feedback from our stakeholders. There is a plan to also engage students with our own survey and the Georgia Health Survey to solicit feedback. A committee has already been proposed to collect and analyze data from school climate in a more robust way.

   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

   c. If the outcomes **exceeded** the goal, what are the next steps?

<u>**Comprehensive Needs Assessment**</u> (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	Over several of the past academic years SCHS has shown an increase in American literature EOC scores. Summative common assessments in CTLS for American Literature demonstrates students are growing and mastering standards.	Implementing common writing assessments per unit in CTLS. 2. Motivation 3. Priority standards – revisiting curriculum/Pacing 4. Vertical Teaming	1. EOC Results, 2. CTLS Assessment Results, 3. Teacher Made Common Assessments
Math	Within the math department some identified strengths are collaboration with peers. Teachers also do well with reassessment to help further display student standard mastery. Summative assessments that are used are also a strength as they effectively measure student learning.	Implementation of common assessments through use of CTLS has been very beneficial. Allowing teachers to use multiple platforms such as go formative to allow students to show understanding in short response questions. Reassessment of standards through CTLS has helped with standard mastery and student growth. Vertical Planning with feeder schools has and will help continue to move students forward through increased collaboration.	1. EOC Results, 2. CTLS Assessment Results, 3. Teacher Made Common Assessments 4. Ascend Math 5. Math Inventory

			CTLS, EOC, formative and informative teacher's assessments.
Science	**Strong culture of collaboration and use of <mark>CTLS for assessment data to drive instruction.</mark>** **Willingness to learn and adapt to changes and challenges.**	1. **Attendance** 2. **Student engagement** 3. **Social emotional health**	
Social Studies	**Use of Achieve 3000 to increase Lexile scores.**	**1. Lack of student EOC participation** **2.Need for more common assessments (Writing assessments)**	1. EOC Results, 2. CTLS Assessment Results, 3. Teacher Made Common Assessments
Other/ Lexile	**Reading Data Use of Achieve 3000.** **Literacy Intervention blocks**	1. **Impel**	
Discipline / School Climate Data	**A focus on school climate with goals**	• **Need for a consistent evaluation instrument on school climate.**	**1. Attendance, discipline data and perception data from teachers on school climate.**
Perception Data	**There was some perception data.**		<mark>**Klegin's Activities****</mark>
Process Data			

Prioritized Need #1	
Increase student achievement as measured by CTLS Common Assessment data in (American Lit, Algebra I, US History, and Biology)	
Root Cause #1	**Inconsistent belief by teachers that CTLS data helps them assess student progress.**
Root Cause #2	
Root Cause #3	
Root Cause #4	**Sporadic or inconsistent use of formative data to drive instruction.**
Root Cause #5	**Inconsistent use of CTLS summative assessments and including writing on CTLS assessments.**
GOAL	**To increase student achievement by an average of 15% on Pre-test and Posttest using CTLS Common Summative Assessments over the course of the 2021-2022 School year for Courses.**

	Prioritized Need #2
	There is a need to increase student reading Lexile Levels in grades 9, 10, 11 and 12 at South Cobb High School.
Root Cause #1	**Inconsistent student attendance with hybrid model. Students they did not participate in the literacy block with fidelity.**
Root Cause #2	**Inconsistent teacher beliefs about the importance of student literacy development.**
Root Cause #3	
Root Cause #4	**Inconsistent beliefs by students, parents and the community about the importance of Lexile's.**
Root Cause #5	**There is a need to provide teachers with ongoing training of helping students reach proficiency with Lexile's and teaching reading across the curriculum.**
GOAL	**To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9th 10th and 11th using RI data.**

Prioritized Need #3	
There is a need to increase School Climate at South Cobb High School	
Root Cause #1	COVID –19 Disrupted the normal operation of school and contributed to a decrease in school morale as determined by perception data.
Root Cause #2	Inconsistent student attendance
Root Cause #3	There has been a marked decrease in student resilience as evident by a significant decrease in student assignment completion.
Root Cause #4	
Root Cause #5	
GOAL	Increase school climate perception data for students, parents and staff as measured by pre and post school-created surveys by 5%.