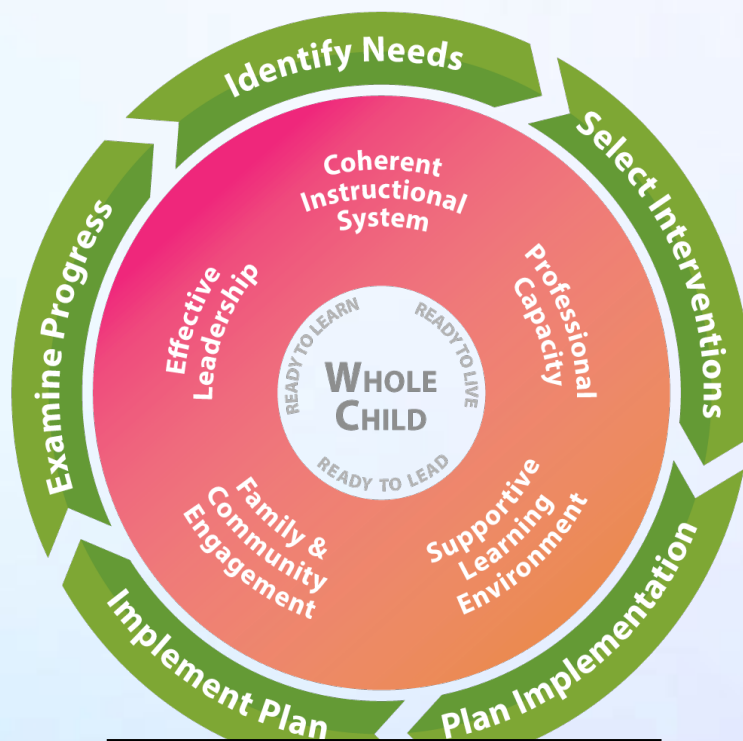


# South Cobb High School Improvement Plan 2021-2022



Date Submitted:

6/21/2021

Date(s) Revised:



**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL #1</b>	<b>To increase student achievement by an average of 15% on Pre-test and Post-test using CTLs Common Assessments during the 2021-2022 School year for all Courses.</b>			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Use CTLs assessment data during CCC's to answer the 4 questions.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Coaches and administrators will monitor weekly CCC meetings to ensure that CCC's are being conducted and debrief during bi-weekly A-Team meeting.</p> <p><b>Impact:</b> Subject areas will discuss impact of assessment data during weekly CCC's and modify practice as needed.</p> <p><b>Artifacts/Evidence:</b> CCC Minutes, A-Team Minutes</p>	<p><b>Academic Coaches</b></p> <p>Admin Team</p>
Teachers will use 360 Classroom during math lessons.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Coaches and administrators will monitor use of 360 Classroom through weekly classroom walks and/or lesson plans and debrief during bi-weekly A-Team meeting.</p> <p><b>Impact:</b> Subject areas CCC will discuss the impact of strategies during weekly CCC's and modify practice as needed.</p> <p><b>Artifacts/Evidence:</b> CCC Minutes, lesson plans, walks data</p>	<p><b>Academic Coaches</b></p> <p>Admin Team</p>
Use off contract Summer, Spring and Fall CCC days to plan for delivery of quality instruction and to plan for progress monitoring.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Teachers will plan with their CCC's during additional off contract hours. Implementation of plans will be monitored during weekly CCC's by academic coaches and administrators.</p> <p><b>Impact:</b> CCC's will discuss data, process and revise instructional practices as needed.</p> <p><b>Artifacts/Evidence:</b> CCC minutes, attendance logs from Collaboration days.</p>	<p><b>Academic Coaches</b></p> <p>Admin Team</p> <p>CCC Leads</p>
Use of Learning Targets and Priority Standards to deliver instruction	Title I and Local funds	August 2021	<p><b>Implementation:</b> Coaches and administrators will conduct weekly walks and lesson plan reviews to monitor use of learning targets and priority standards in lessons. A-Teams will debrief bi-weekly.</p> <p><b>Impact:</b> Subject area teams will discuss the impact of learning target strategies through weekly CCC's and modify practice as needed.</p> <p><b>Artifacts/Evidence:</b> Lesson plans, Learning Target Walks (LTW) data</p>	<p><b>Academic Coaches</b></p> <p>Admin Team</p> <p>CCC Leads</p>



**EFFECTIVE LEADERSHIP**

GOAL #1	<b>To increase student achievement by an average of 15% on Pre-test and Post-test using CTLs Common Assessments over the course of the 2021-2022 School year for Courses.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Utilize all paid Title I staff (Academic Coaches, Title I funded GradPoint teachers and Parent Facilitator). To implement coherent	Title I and Local funds	August 2021	<p><b>Implementation:</b> Administrators will monitor the professional practice of academic coaches/ title I Staff using TKES/PKES weekly observations during CCC, A-Team and GC meetings. Feedback will be provided along TKES/PKES timelines and as needed.</p> <p><b>Artifacts/Evidence:</b> GC, TKES/PKES documentation, Academic Coach Logs, Parent Facilitator Logs,</p>	<b>Admin Team</b>
To observe CCC meetings (Norms, objectives, Outcomes, data use, the 4 questions	Title I and Local funds	August 2021	<p><b>Implementation:</b> Administrators and will observe CCC meetings, debrief with academic coaches and teachers to improve or modify practice as needed for success.</p> <p><b>Artifacts/Evidence:</b> CCC Meeting Logs, A-Team minutes, GC minutes, PD Sign-In Sheet.</p>	<b>Admin Team</b>
Administrators will monitor implementation of Professional Development is conducted to support learning targets, priority standards, CCC's, 360 Classroom implementation.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Administrators will schedule and oversee the delivery of PD. A-Team and GC will continue to observe, receive feedback on the impact of PD and discuss at weekly (A-Team and monthly GC meetings).</p> <p><b>Artifacts/Evidence:</b> CCC Meeting Logs, A-Team minutes, GC minutes, PD Sign-In Sheet.</p>	<b>Admin Team</b>
To monitor use of USA Test Prep, Ascend math, Nearpod and Nowre Math in supporting instruction.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Administrators and Academic Coaches will review the use of software through usage reports to determine teacher use. Academic Coaches will report on data and usage once monthly at Bi-weekly admin meetings to inform and modify use.</p> <p><b>Artifacts/Evidence:</b></p>	<b>Admin Team</b>  Academic Coaches
Monitor the use of CTLs Assess to conduct formative and summative assessments.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Administrators and Academic Coaches monitor CTLs Assessment use through usage reports to determine teacher use. Data on usage will be discussed at Bi-weekly A-Team. A-Team and Academic Coaches will re-deliver back to CCC's to modify</p>	<b>Admin Team</b>  Academic Coaches



**PROFESSIONAL CAPACITY**

GOAL #1	<b>To increase student achievement by an average of 15% on Pre-test and Post-test using CTLS Common Assessments over the course of the 2021-2022 School year for Courses.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Provide local professional development opportunities using learning targets and priority standards for instruction. Text: "Learning Targets Helping Students AIM for Understanding in Today's Lesson" Moss and Brookhart-implemented.	Title I and Local funds	September 2021	<p><b>Implementation:</b> Academic coaches and district personnel will deliver professional development on learning targets and priority standards monthly. Use will be monitored through weekly observations, CCC meetings, lesson plans and Walks. Data will be discussed at Bi-Weekly A-Team meeting with academic coaches.</p> <p><b>Artifacts/Evidence:</b> Lesson plans, CCC minutes, A-Team minutes</p>	<b>Academic Coaches</b>
Provide for professional Development in the area of Assessment Development and use through CTLS.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Academic coaches and district personnel will deliver professional development on learning targets and priority standards monthly. Use will be monitored through weekly observations, CCC meetings. CTLS data will be discussed at Bi-Weekly A-Team meeting with academic coaches.</p> <p><b>Artifacts/Evidence:</b> CTLS Assess reports, CCC Minutes</p>	<b>Academic Coaches</b>
Provide for Professional Development in data driven decisions.	Title I and Local funds	November 2021	<p><b>Implementation:</b> RESA will provide professional Development for Staff Development. CCC's will implement strategies learned within their CCC's</p> <p><b>Artifacts/Evidence:</b> CCC minutes, PD attendance log.</p>	<b>Admin Team</b>  Academic Coaches
Provide for Professional Development through NCTE, GSTA Conference, ESEA Title I conference. GATESOL Conference	Title I and Local funds	November 2021 February 2022 August 2021	<p><b>Implementation:</b> Teachers will attend conferences and redeliver to their respective CCC's what was learned and how it can be implemented.</p> <p><b>Artifacts/Evidence:</b> CCC Minutes, Presentation slides, logic model, conference material.</p>	<b>Title I Admin</b>
Provide professional development on 360 Classroom, use of USA Test Prep, Ascend Math, Nowre Math, Nearpod.	Title I and Local funds	October 2021	<p><b>Implementation:</b> Academic Coaches will schedule PD with Companies of software to address the needs of teachers. Teachers will implement use of software in their classes.</p> <p><b>Artifacts/Evidence:</b> Teacher Lesson Plans, Observations, PD sign</p>	<b>Academic Coaches</b>





**SUPPORTIVE LEARNING ENVIRONMENT**

GOAL #1	To increase student achievement by an average of 15% on Pre-test and Post-test using CTLS Common Assessments over the course of the 2021-2022 School year for Courses.			
Action Step(s)	Funding Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Implementation of an Intervention Block for needing extra academic support and enrichment.	Title I and Local funds	September 2021	<p><b>Implementation:</b> Once weekly, students needing additional academic support based on CCC data will report to a teacher during 3<sup>rd</sup> block. Students not needing intervention will receive enrichment/SEL lessons at specific locations. A-Team will debrief weekly on implementation at weekly Monday meetings.</p> <p><b>Impact:</b> CCC's will meet weekly to debrief, monitor and identify students needing additional support.</p> <p><b>Artifacts/Evidence:</b> CCC' Minutes, Intervention Rosters, CTLS Assessment data, A-Team minutes</p>	<p><b>Admin Team</b></p> <p>Academic Coaches</p>
Students given the opportunity to remediate and repair grades through SOAR Saturday Virtually and F2F.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Using Gradpoint, students will receive lessons from academic teachers that they may have not mastered/received low grades on. SOAR Saturday lead teacher will return work to students the following week. Admin and Soar Saturday lead teacher will debrief monthly to discuss program implementation.</p> <p><b>Impact:</b> CCC's will meet to discuss the impact of the intervention at the CCC meeting following the intervention and ongoing use.</p> <p><b>Artifacts/Evidence:</b> CCC minutes, Sign-up sheet, Gradpoint data.</p>	<p><b>Title I Admin</b></p> <p>CCC Teams</p>
Students who failed an academic class will be given the opportunity receive credit in Summer remediation.	Title I and Local funds	June 2022	<p><b>Implementation:</b> Students will be given the opportunity to receive credit for courses fail.</p> <p><b>Impact:</b> Students will be</p> <p><b>Artifacts/Evidence:</b></p>	<p><b>Admin Team</b></p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p>	



**FAMILY AND COMMUNITY ENGAGEMENT**

GOAL #1	<b>To increase student achievement by an average of 15% on Pre-test and Post-test using CTLs Common Assessments over the course of the 2021-2022 School year for Courses.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Stakeholders will be invited to participate in parent meetings f2f and remotely.	Title I and Local funds	August 2021	<p><b>Implementation:</b> Parent facilitator will organize and arrange meetings for parents on topics associated with goal 1. Parent facilitator and Title I admin will monitor the implementation of the program and will plan prior to the intervention and debrief immediately following the intervention.</p> <p><b>Artifacts/Evidence:</b> PowerPoint, ZOOM video record, sign in log,</p>	<p><b>Title I Admin</b></p> <p>Parent Facilitator</p>
Host the Annual State of the state to educate parents and stakeholders of the district’s Title I program.	Title I and Local funds		<p><b>Implementation: Stakeholders</b> will be given presentation on the Title I program. Q&amp;A will follow the session</p> <p><b>Artifacts/Evidence:</b> Meeting Presentation, meeting Agenda, recording if virtual.</p>	<p><b>Title I District</b></p> <p>Principal</p> <p>Title I Staff</p>
Outreach to community resources, parents and experts outside the school to present lesson for the intervention block.	Title I and Local funds	August 2021	<p><b>Implementation:</b> A-Team, parent facilitator will reach out to resources to supply lessons for Intervention hour. Surveys about students perceptions will be given and reviewed by the A-Team about the intervention hour and adjustments made to improve the learning experience.</p> <p><b>Artifacts/Evidence:</b> Intervention hour lesson plans.</p>	<p><b>Admin Team</b></p>
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	

**STUDENT GROUPS**

Goal 1	<b>To increase student achievement by an average of 15% on Pre-test and Post-test using CTLS Common Assessments over the course of the 2021-2022 School year for Courses.</b>				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
<b>Economically Disadvantaged</b>	Provide tutoring opportunities through SOAR Saturday to students needing additional Support.	Title I and Local funding	August 2021	<p><b>Implementation/Impact:</b> Teachers provide modules in Gradpoint for students to receive remediation. Students are able to receive grade replacement for failing grades. Teachers and administrators monitor student progress.</p> <p><b>Artifacts/Evidence:</b> Teacher grade book, Gradpoint data.</p>	<p><b>Admin Team</b></p> <p>SOAR Staff</p>
<b>English Learners</b>	<p>Use of ASCEND Math to increase Math performance of ELL learners remotely.</p> <p>Use of Read 180 to support students growth in language</p>	Title I and Local funding	August 2021	<p><b>Implementation/Impact:</b> ELL teachers integrate the use Ascend Math in their Lesson plans. Student growth will be assessed during weekly CCC meetings for ELL teachers and make adjustments in instruction as needed.</p> <p>Read 180 teachers will monitor weekly student growth and make adjustments in instructional practice as needed based on student data.</p> <p><b>Artifacts/Evidence:</b> CCC Meeting Minutes documentation.</p>	<p><b>Academic Coaches</b></p> <p>ELL Lead</p>
<b>Race / Ethnicity</b>	Teachers will integrate lessons which are culturally relevant and reflect the diverse student population during Black History and Hispanic Heritage month.	Title I and Local funding	<p>February 2022</p> <p>September-October 2022</p>	<p><b>Implementation/Impact:</b> Teachers will integrate themes, characters, references and topics into their lesson plans which are reflective and sensitive to the diverse student population at South Cobb High School. Teachers will debrief during weekly CCC's and make instructional adjustments as needed.</p> <p><b>Artifacts/Evidence:</b> CCC meeting minutes and lesson plans</p>	<p><b>Dr. Strachan</b></p> <p>Black History and Hispanic</p> <p>Fine Arts Dept</p> <p>World Lang Dept</p>

<b>Foster and Homeless</b>	Services for Foster and Homeless students will be provided as needed.	Title I and Local funding	August 2021	<p><b>Implementation/Impact:</b> school counselors will identify and contact HEP for any student needing tutors.</p> <p><b>Artifacts/Evidence:</b> School Counselor and School Social worker logs.</p>	<b>S. Counselors School Social Worker</b>
<b>Migrant</b>	Supports and Services for Migrant students will be provided as needed.	Title I and Local funding	August 2021	<p><b>Implementation/Impact:</b> Counselors and Social Workers will coordinate with migrant liaison as needed.</p> <p><b>Artifacts/Evidence:</b> <b>Academic Coaches</b></p>	<b>S. Counselors/ School Social Worker</b>
<b>Students with Disabilities</b>	Students with disabilities will be supported with all aides and services to as implemented by their IEP team to access the curriculum.	Title I and Local funding	August 2021	<p><b>Implementation/Impact:</b> Certified Special Educators and supports will ensure that IEP's are implemented and the case management is conducted so that students will be able to access the curriculum.</p> <p><b>Artifacts/Evidence:</b> Student IEP minutes.</p>	<b>Special Srvs Admin</b>  Speacial Ed. Dpt Chair

**COHERENT INSTRUCTIONAL SYSTEM**

GOAL #2	<b>To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> using RI data.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
All Social Studies teachers will implement Achieve 3000 Literacy intervention software in classes.	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Teachers will use Achieve 3000 in lesson planning. Weekly assign and grade articles specific to student Lexile level. Teachers will debrief during weekly meetings in CCC's along with SS academic coach.</p> <p><b>Impact:</b> CCC's will discuss student Lexile growth in achieve and impact on RI data (quarterly) during weekly CCC's and modify practice as needed.</p> <p><b>Artifacts/Evidence:</b> Achieve 3000 data, Spring and Fall RI data.</p>	<p><b>Social Studies Admin</b></p> <p>Academi c Coaches</p> <p>Soc Std. Dept Chair</p>
Continued implementation of Literacy block to encourage student reading	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Academic coaches will prepare weekly lesson plans for 3<sup>rd</sup> period literacy block. Teachers will teach lessons. Admin Team and coaches will debrief on the implementation of literacy during bi-weekly CCC's meetings.</p> <p><b>Impact:</b> Discussion on intervention impact survey data from students will be discussed at monthly A-Team and GC meeting. Instructional practices will be adjusted as needed.</p> <p><b>Artifacts/Evidence:</b> Student Survey data, A-Team and GC meeting minutes, literacy lesson plans.</p>	<p><b>Admin Team</b></p> <p>Academi c Coach</p>
Implementation of vocabulary, and constructed response, speaking and reading literacy strategies in math lessons.	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Math teachers will plan and teach strategies literacy strategies to students. CCC's will review implementation on a monthly basis with math academic coach.</p> <p><b>Impact:</b> Teachers will discuss student performance on Lexile related assignments CTLS at weekly CCC's. Instructional practices will be adjusted as needed.</p> <p><b>Artifacts/Evidence:</b> CTLS data, CCC Minutes, teacher lesson plans.</p>	<p><b>Math Academic Coach</b></p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**EFFECTIVE LEADERSHIP**

GOAL #2	<b>To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> using RI data.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
To monitor the implementation of Achieve 3000 in Social Studies classes.	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Admin will conduct classroom walks, CCC visits for the implementation of Achieve 3000. A-Team will debrief during bi-weekly meeting with academic coaches.</p> <p><b>Artifacts/Evidence:</b> A-team Teams Folder, CCC Meeting Minutes</p>	<b>Academ ic Coach</b>
To monitor the implementation of literacy block during classroom instruction.	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Admin will observe teacher lessons during literacy block, A-Team will debrief with Academic coaches during their by-weekly meeting on the program data and lesson planning.</p> <p><b>Artifacts/Evidence:</b> Student Survey data, A-Team and GC meeting minutes, literacy lesson plans, observation data.</p>	<b>Admin team</b>  Academi c Coaches
To monitor the implementation of literacy strategies in math lessons.	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Admin will conduct walks, review lesson plans and CTLS data to monitor the implementation of Literacy strategies. Admin will debrief with academic coaches at bi-weekly A-Team to assess the program implementation and to make educational adjustments as needed.</p> <p><b>Artifacts/Evidence:</b> CTLS data, CCC Minutes, teacher lesson plans.</p>	<b>Math Academ ic Coach</b>  Math Dept Chair
Monitor the Implementation of community and parent literacy initiative.	Title I and Local fundin g	August 2021	<p><b>Implementation:</b> Admin will monitor the implementation of community literacy initiative.</p> <p><b>Artifacts/Evidence:</b> Documentation of Literacy intervention minutes and Literacy documents.</p>	<b>Admin Team</b>  Academi c Coach  Literacy Team  Parent Facilitato r
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	



PROFESSIONAL CAPACITY				
GOAL #2	<b>To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> using RI data.</b>			
Action Step(s)	Funding Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Provide professional development for teachers through Achieve 3000 company.	Title I and Local funding	August 2021	<p><b>Implementation:</b> ELA academic coach and A-Team will offer professional development for teachers. Academic coaches and A-Team will debrief bi-weekly on the program implementation.</p> <p><b>Artifacts/Evidence:</b> A-Team, Minutes, Lesson plans, Achieve 3000 data.</p>	<b>Academic Coach</b>
Provide professional Development for Literacy block.	Title I and Local funding	August 2021	<p><b>Implementation:</b> Academic coach will offer professional development for teachers. Academic coaches and A-Team will debrief bi-weekly on the program implementation.</p> <p><b>Artifacts/Evidence:</b> A-Team Minutes, Lesson plans, Literacy Student Survey data.</p>	<b>Academic Coaches</b>
Provide for the implementation of professional development for the implementation of literacy strategies during Math lessons.	Title I and Local funding	August 2021	<p><b>Implementation:</b> Academic Coaches will provide professional development for teachers. CCC's will meet to discuss the impact of the strategies on students CTLS data and will adjust strategies accordingly.</p> <p><b>Artifacts/Evidence:</b> A-Team Minutes, Lesson plans, CTLS data, observation data.</p>	<b>Math Academic Coach</b>
Provide staff and opportunities to attend the GADOE summer literacy conference.	Title I and Local funding	August 2021	<p><b>Implementation:</b> Staff will attend the Summer Literacy Conference and re-deliver to staff.</p> <p><b>Artifacts/Evidence:</b> Conference agenda, Re-delivery power-point presentation.</p>	<b>Admin Team</b>
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL #2**    **To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> using RI data.**

Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Admin team will schedule and monitor Literacy Block Implementation, Time management, lunch schedule and implementation with fidelity occurs.	Title I and Local fundin g	August- Septem ber	<p><b>Implementation:</b> Teachers will ensure that students participate and mitigate any barriers that may hinder the implementation of literacy block. Admin will monitor through TKES walks and CCC observations.</p> <p><b>Impact:</b> Students growth Lexile growth will be reviewed weekly during social studies CCC's and educational adjustments made.</p> <p><b>Artifacts/Evidence:</b> TKES walks standard 7, 9 and 10, CCC minutes, discipline data.</p>	<p><b>Admin Team</b></p> <p>Academi C Coaches</p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**FAMILY AND COMMUNITY ENGAGEMENT**

GOAL #2	<b>To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> using RI data.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Host a parent seminar on Lexile Development.	Title I and Local fundin g	January 2020	<p><b>Implementation:</b> Parent Facilitator and Academic Coach will present workshop.</p> <p><b>Artifacts/Evidence:</b> Workshop sign-in and recording of workshop.</p>	<p><b>Academ ic Coache s</b></p> <p>Parent Facilitato r</p>
Implement a community campaign on Lexile growth and development	Title I and Local fundin g	Septe mber 2020	<p><b>Implementation:</b> Community posters on Lexile growth will be distributed, individual reports created for parents on student Lexile growth and Lexile Reading List made available to students and parents. Academic Coach and Admin team will debrief monthly and make changes as necessary to support community outreach and student growth.</p> <p><b>Artifacts/Evidence:</b> Literacy Team Minutes, Parent Presentation sign-in and recording.</p>	<p><b>Admin Team</b></p> <p>Literacy Team</p> <p>Academi C Coaches</p> <p>Parent Facilitato r</p>
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	

**STUDENT GROUPS**

Goal #2	<b>To Increase Lexile literacy readiness Indicator performance by 3% from baseline data for grades 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> using RI data.</b>				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
<b>Economically Disadvantaged</b>	Provide for support for students who are economically disadvantaged.	Title I and Local funding	August 2021	<b>Implementation/Impact:</b> School personnel will identify any student who may lack resources and are in need of services or resources to help them to access the curriculum.  <b>Artifacts/Evidence:</b> School Social worker Reports.	<b>School Counselors / School Social Workers</b>  Parent Facilitator  Teachers
<b>English Learners</b>	Provide high interest books and Periodicals the reflect diversity.  Students will be enrolled in Read 180 Classes to support Lexile growth.	Title I and Local funding	August 2021	<b>Implementation/Impact:</b> Teachers, Media Specialist will provide books and periodicals to students (electronically). Teachers will review assessment data from assignments to determine student learning.  <b>Artifacts/Evidence:</b> teacher grade books, lesson plans.	<b>Media Specialist</b>  Academic Coaches  Teachers
<b>Race / Ethnicity</b>	Implementation of ethnic based historical education during Black History and Hispanic Heritage Month.	Title I and Local funding	February 2022  September 2022-October 22	<b>Implementation/Impact:</b> World Language and Fine Arts Dept, will host Black history and Hispanic heritage performances. Teachers will be given literature to integrate with lessons to support reading.  <b>Artifacts/Evidence:</b> Program agendas, lesson plans, recordings of programs.	<b>Dr. Strachan</b>  World Languages  Fine Arts Dept
<b>Foster and Homeless</b>	HEP will provide tutors are needed.	Title I and Local funding	August 2021	<b>Implementation/Impact:</b> school counselors will identify and contact HEP for any student needing tutors.  <b>Artifacts/Evidence:</b> Counselor Log reports of contact.	<b>School Counselors/ School Social Workers</b>  HEP staff
<b>Migrant</b>	Services will be provided for Migrant students as needed	Title I and Local funding	August 2021	<b>Implementation/Impact:</b> school counselors will identify and contact HEP for any student needing tutors.  <b>Artifacts/Evidence:</b> Counselor	<b>School Counselors/ School Social Workers</b>

				Log reports of contact.	
<b>Students with Disabilities</b>	Students with disabilities will be supported with all aides and services to as implemented by their IEP team to access the curriculum.	Title I and Local funding	August 2021	<p><b>Implementation/Impact:</b> Students will be able to access the curriculum.</p> <p><b>Artifacts/Evidence:</b> Student IEP's</p>	<p><b>Support Services Admin</b></p> <p>Case Managers</p>

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #3**    **Increase school climate perception data for students, parents and staff as measured by pre and post modified GADOE School Climate Survey by 5%.**

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Creation of a school climate team to oversee and implement school climate building strategies at SCHS.	Title I and Local school fund	July 2021	<p><b>Implementation:</b> A school climate team will be created that will meet monthly to review attendance, discipline and stakeholder survey data and make recommendations to the A-Team.</p> <p><b>Impact:</b> Recommendations will be considered by A-Team and implemented to impact stakeholders as needed.</p> <p><b>Artifacts/Evidence:</b> School Climate team minutes, A-Team minutes.</p>	<p><b>Principal</b></p> <p>A-Team</p> <p>School Climate Committee</p> <p>District School Climate personnel</p>
Collaboration between Student Government Association, School Climate Team.	Title I and Local school fund	August 2021	<p><b>Implementation:</b> School Climate Team will collaborate monthly will SGA. Data will be reviewed and recommendation made to the A-Team.</p> <p><b>Impact:</b> Recommendations will be considered and implemented to impact all stake holders as needed.</p> <p><b>Artifacts/Evidence:</b> School Climate Team Minutes, SGA Team minutes, A-Team minutes.</p>	<p><b>Principal</b></p> <p>A-Team</p> <p>School Climate Committee</p>
Monthly Meeting with School Resource Officers and A-Team/ School nurse	Title I and Local school fund	August 2021	<p><b>Implementation:</b> A-Team will meet monthly with school resource officers to implement and review policy, procedures and recommendations form School Climate Team.</p> <p><b>Impact:</b> The safety of students and staff.</p> <p><b>Artifacts/Evidence:</b> A-Team minutes.</p>	<p><b>Mr. Rathke</b></p> <p>A-Team</p> <p>Resource Officers</p> <p>School Nurse</p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	





**EFFECTIVE LEADERSHIP**

GOAL #3	<b>Increase school climate perception data for students, parents and staff as measured by pre and post modified GADOE School Climate Survey by 5%.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Monitoring the implementation of the School Climate Team	Title I and Local Fundi ng	August 2021	<p><b>Implementation:</b> The principal or designee will chair the school climate data team and confer with the admin team. The A-Team with school climate team will make recommendations as needed.</p> <p><b>Artifacts/Evidence:</b> School climate team meeting minutes.</p>	<p><b>Mrs. Burkes</b></p> <p>Principal</p> <p>School Climate Team</p>
Implement and monitor staff development on building school climate.	Title I and Local Fundi ng	August 2021	<p><b>Implementation:</b> A-Team will initiate and monitor in conjunction with the district school climate support staff development on school climate.</p> <p><b>Artifacts/Evidence:</b> Power-Point, Sign-in, Survey</p>	<p><b>Mrs. Burkes</b></p> <p>School Climate Team</p>
Monitor the implementation of staff, student and community survey to measure perceptions on school climate at SCHS	Title I and Local Fundi ng	August 2021	<p><b>Implementation:</b> A team will oversee and monitor the creation, implementation and collection of school climate data in conjunction with the School Climate Team. Data will be disaggregated at the monthly SCT meeting, A-Team meeting and Guiding Coalition meeting,</p> <p><b>Artifacts/Evidence:</b> School Climate Survey Data, A-Team minutes, CG minutes and School Climate team minutes.</p>	<p><b>School Climate Team</b></p>
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**PROFESSIONAL CAPACITY**

GOAL #3	<b>Increase school climate perception data for students, parents and staff as measured by pre and post modified GADOE School Climate Survey by 5%.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Staff Development on school climate will be conducted at the local school and by district personnel will be conducted.	Title I and Local Fundi ng	August 2021	<p><b>Implementation:</b> District personnel and local school will conduct school climate related professional development on a Monthly Basis. Feedback in the form of local school created surveys will be initiated and discussed during A-Team, School Climate and GC Meetings.</p> <p><b>Artifacts/Evidence:</b></p>	<p><b>Mrs. Burkes</b></p> <p>School Climate team</p> <p>Admin Team</p>
Staff Members will have the opportunity to participate in the <a href="#">Trauma-Informed School Conference   Heather T. Forbes, LCSW (beyondconsequences.com)</a> virtual/F2f	Title I and Local Fundi ng	Octob er, 2021	<p><b>Implementation:</b> Staff will attend the Trauma Informed conference. Staff will create a logic model and present to staff members what was learned at the conference as a PD.</p> <p><b>Artifacts/Evidence:</b> Logic Model, Power-Point Presentation, sign-in log.</p>	<p><b>Admin Team</b></p>
Admin/ Staff members will participate in Restorative Practices Conference.	Title I and Local Fundi ng	August 2021	<p><b>Implementation:</b> Admin/ Staff Members will participate in restorative practices. A-Team will discuss opportunities to implement Restorative Practice into SCHS Practice.</p> <p><b>Artifacts/Evidence:</b></p>	<p><b>Admin Team</b></p>
School Counselors will participate in the Youth-At-Risk Conference	Title I and Local Fundi ng	March 2022	<p><b>Implementation:</b> School Counselors will participate in the Annual Youth At-Risk Conference. School Counselors will debrief after the conference and prepare a logic model for debriefing A-Team and GC (Guiding Coalition)</p> <p><b>Artifacts/Evidence:</b> Logic Model, A-Team and CC Minutes.</p>	<p><b>Admin Team</b></p> <p>Director of Counseli ng</p>
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**SUPPORTIVE LEARNING ENVIRONMENT**

GOAL #3	<b>Increase school climate perception data for students, parents and staff as measured by pre and post modified GADOE School Climate Survey by 5%.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
School Climate team will review school safety procedures on a monthly basis and receive regular feedback from all stake holders.	Title I and Local Funds	March 2022	<p><b>Implementation:</b> School Climate team will monitor safety procedures and make recommendations to the A-Team.</p> <p><b>Impact:</b> The safety of all students.</p> <p><b>Artifacts/Evidence:</b> School Climate Committee. Amin Team minutes.</p>	<p><b>Mr. Burkes</b></p> <p>School Climate Team</p>
The addition of a student anonymous reporting link for students.	Title I and Local Funds	August 2021	<p><b>Implementation:</b> An anonymous reporting link will be created and QR codes placed at various places where students can anonymously report. The link will be monitored on a daily basis. Admin, Counselor and School Resource Officers will monitor the link on a daily basis and respond to the tips accordingly.</p> <p><b>Impact:</b> Student safety</p> <p><b>Artifacts/Evidence:</b> Anonymous Reporting Link log</p>	<p><b>Dr. Strachan</b></p> <p>School Counselor</p> <p>School Nurse</p>
SRO's, A-Team and School Nurse will meet on a monthly Basis to Review emergency plans and procedures/	Title I and Local Funds	August 2021	<p><b>Implementation:</b></p> <p><b>Impact:</b> The safety of all students, staff and patrons of SCHS</p> <p><b>Artifacts/Evidence:</b> Admin Team minutes.</p>	<p><b>Principal</b></p> <p>SRO's</p> <p>Admin-Team</p> <p>School Nurse</p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**FAMILY AND COMMUNITY ENGAGEMENT**

GOAL #3	<b>Increase school climate perception data for students, parents and staff as measured by pre and post modified GADOE School Climate Survey by 5%.</b>			
Action Step(s)	Fundin g Source (s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Communicate with all stakeholders through brochures, flyers, and public service announcements concerning school attendance initiatives, CTLS Parent.	Title I/Local Funds	August 2021	<p><b>Implementation:</b> SCHS will continue communication with parents using all forms of media. Monthly feedback from efforts will be reviewed and adjusted as needed by the school climate team.</p> <p><b>Artifacts/Evidence:</b> Media documentation, School Climate Committee minutes.</p>	<p><b>School Climate Team</b></p> <p>Principal</p> <p>Parent Facilitator</p>
Establishment of the School Climate Committee to review school climate initiatives with parent and community.	Title I/Local Funds	July 2021	<p><b>Implementation:</b> Establishment of a school climate committee to survey, review and initiate school climate initiatives on a monthly basis.</p> <p><b>Artifacts/Evidence:</b> School climate committee minutes.</p>	<p><b>Principal</b></p> <p>Mrs. Burkes</p> <p>Principal</p>
Virtual Parent Resource center, develop a virtual space for families to access stakeholder information, and access information and access to tools for parents and students.	Title I/Local Funds	August 2021	<p><b>Implementation:</b> Virtual and physical parent Resource center created in the FTA Media Center to support parents.</p> <p><b>Artifacts/Evidence:</b> Virtual Parent Center</p>	<p><b>Parent Facilitator</b></p>
Participation in South Cobb Cluster community gatherings with feeder schools.	Title I/Local Funds	November 2021	<p><b>Implementation:</b> Collaboration with South Cobb Cluster schools, quarterly engagement such as fall festivals, easter egg hunt, pop-up events at SCHS lowest</p> <p><b>Artifacts/Evidence:</b> Cluster event flyers</p>	<p><b>Principal</b></p> <p>A-Team</p> <p>Parent Facilitator</p>
	Title I/Local Funds		<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**STUDENT GROUPS**

Goal #3	<b>Increase school climate perception data for students, parents and staff as measured by pre and post school-created surveys by 5%</b>				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
<b>Economically Disadvantaged</b>	Mentoring through community in schools and other organizations	Title I and Local Funds	August 2021	<p><b>Implementation/Impact:</b> SCHS will continue it's contract with CIS in addition to exploring opportunities for mentoring students through other programs</p> <p><b>Artifacts/Evidence:</b> Community in schools monthly report.</p>	<p><b>Community In Schools</b></p> <p>A-Team</p>
<b>English Learners</b>	Collaboration with Title III parent facilitator to support students and families.	Title I and Local Funds	August 2021	<p><b>Implementation/Impact:</b> ELL Teachers, administrators and support staff will coordinate with Title III parent facilitator to support instruction.</p> <p><b>Artifacts/Evidence:</b> Title III documentation, ELL teacher documentation</p>	<p><b>ELL Dept Chair</b></p> <p>Title III Parent Facilitator</p> <p>School Counselor</p>
<b>Race / Ethnicity</b>	Black History and Hispanic Heritage month celebrations. Lecture Series by the Social Studies Department during Black History Month. The HBCU experience	Title I and Local Funds	February 2022 September-October 2022	<p><b>Implementation/Impact:</b> Fine Arts will host black History and Hispanic Heritage programs. Teachers will implement thematic components into their individual lesson plans.</p> <p><b>Artifacts/Evidence:</b> Program recordings, lesson plans, emails sent.</p>	<p><b>Social Studies Dept Chair</b></p> <p>Admin Team</p>
<b>Foster and Homeless</b>	Coordination with DFCS and School Social Worker to provide support for students in Foster Care and Homeless as needed.	Title I and Local Funds	August 2021	<p><b>Implementation/Impact:</b> School support personnel will coordinate and consult with resources when students are in need of services.</p> <p><b>Artifacts/Evidence:</b> Support Services documentation.</p>	<p><b>School Counselors/ School Social Workers</b></p> <p>•</p>
<b>Migrant</b>	Support services for migrant students will be provided as needed.	Title I and Local Funds	August 2021	<p><b>Implementation/Impact:</b> Counselors and Social Worker will provide services for Migrant students as needed.</p> <p><b>Artifacts/Evidence:</b> Support Services documentation.</p>	<p><b>School Counselors/ School Social Workers</b></p> <p>•</p>

<b>Students with Disabilities</b>	Weekly case manager/mentor meetings	Title I and Local Funds	August 2021	<b>Implementation/Impact:</b> SWD students meet once a week for 30 minutes during literacy block to address academic and SEL needs.  <b>Artifacts/Evidence:</b> Mentor Logs.	<b>Support Srvs. Admin</b>  Case Managers
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## FY22 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA  
References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

**Statement #1:** The School Improvement Plan is developed during a one-year period (SY 21-22) as outlined in **Sec. 114(b) (1-5) of ESSA.**

**Statement #2: (Monitoring)** 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.

**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Statement #4: (Coordination and Integration of Funds)** Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support

and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

**Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**

**Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

(Local School)

1. ELA Teachers will be afforded the opportunity to attend the writing conference NCTE .
2. To facilitate Professional Development on Learning Targets in all academic areas.
3. Participate in ongoing professional development on Assessment in CTLS Assess.
4. Staff will be supported with ongoing professional development in Literacy.
5. Counseling Staff will be afforded the opportunity to attend the National At-Risk Youth Conference.
6. Staff will be afforded the opportunity to attend the National Trauma Informed School Conference.
7. Staff given opportunity to participate in local Professional development on building positive school climate.

8. ELL Teachers will attend the GATESOL Conference.
9. Science teachers will attend the GTSA Conference.
10. Title I staff will attend the ESEA Title I Conference

**Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at South Cobb High School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers. In addition, new teachers to South Cobb High School followed up with a year-long transition academy into South Cobb. New teachers are partnered with a mentor, in addition to receiving monthly Professional Development through a combination of face to face support and virtual experiences to familiarize them with South

Cobb High School. New teachers are assigned to a Microsoft virtual teams. New teachers are supported by Academic Coaches funded by Title I.

**Question #3:** Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

South Cobb High School Counselors will meet with students to determine which postsecondary path best fits each student. Students will be able to attend college tours and colleges will also visit the school to promote secondary education. Students will attend career day to ascertain various career path options. Students and staff member will utilize *Naviance* in order to complete college transcripts, recommendation letters from teachers and career development opportunities. Counselors will also determine if students should enroll in AP courses or dual enrollment.

1. The Counselor receptionist will accept direct counseling referrals from students.
2. Groups: Counselor intern will co-facilitate a group with a counselor/ social worker.
3. Mental health assessments will be conducted within the first couple weeks of school to identify students that need support.
4. NorthStar Psychological agency is partnered to provide intensive therapeutic support virtually.

**School Partnership through Communities in Schools (CIS)**

- Contact parents of at-risk students for conferences.
- Provides anti-bullying education.
- Partners with food pantries.
- Provides school supplies.
- Sets eye exam appointments.
- Facilitates a mentoring program.
- Partners with “More than Conquerors in order to promote healthy lifestyle choices.
- Registers students to vote.

**Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

***(Only include for Local School with students residing in N & D facilities)***  
Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. “In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).”

**Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

(Local School)

- South Cobb High School engages in a School Wide Progressive Discipline Plan. Students review the handbook the first week of school. New students review the discipline code of conduct as they matriculate into the school via **digital recording**.
- Students and stakeholders have the student code remotely. All classroom teachers implement a classroom discipline plan. Classroom procedures and routines are consistently modeled and practiced. interventions for students receiving multiple referrals will be handled by administration.
- Community in schools may assign a mentor for students who may need additional support. School Counseling services will be provided for students who may need behavior and emotional support in addition to a community mental health referral.
- Behavioral support referrals can also be made to the MTSS/RTI Behavior support team.
- In addition, Counselors will be participating in the annual At-Risk youth conference. South Cobb will also initiate a positive feedback behavior system where students may receive incentives or positive feedback from staff and administrators.
- Skipping class/school being one of the largest percentages of behavioral infractions for students at South Cobb, the school has made increasing school/class attendance through it's school climate goal a priority.
- Additionally, administrators will participate in Restorative Arts Training offered by the CCSD school district for the 2021-2022 School year to explore opportunities for alternative discipline/ resolutions.

**Question #6:**

**Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**



(Local School)

- Each counselor's hold senior conferences with students to ensure that students are aware of their graduation requirements, current grades, and discuss post- secondary plans (continuous throughout the school year).
- Annual College Fair
- Information is shared with students and families regarding virtual college tours
- We welcome college recruiters to share information from various colleges (will be virtual this year)
- Financial Aid Night in collaboration Mr. Marcus Hilliard (GA Student Finance Commission Representative)
- College Knowledge 101 Workshops (virtual this year)
- December Graduate Student/Parent Informational sessions (discussing student expectations)
- Scholarship information is shared with students through the Counseling website and is updated regularly throughout the year.
- Senior Meeting with the current class (hosted during the beginning of the school year and the discussion during this meeting includes rules, regulations, and student expectations)
- Senior Parent Night (during Open House)
- Senior Graduation Meeting - Parent & Students (during 2nd semester)
  
- Admin/Counselor Collaboration Meeting (Held once a month during 1st and 2nd semester to discuss grades and attendance)
- Senior BRIDGE Bill (offered through classroom guidance and the discussion includes Naviance, the Common App, and the Black Common App)
- GA futures & HOPE/Zell Miller Informational (ongoing)
- ASVAB Testing (1st & 2nd semester)
- ASVAB Score Interpretation Session (with military recruiters)
- Armed Forces Recruiter visits
- Operation of the College & Career Center (M - F during all lunch periods)
- College Week (sharing a variety of topics such scholarship essay, college planning, the history of sorority & fraternities - mini step show)
- Dual Enrollment Post-Secondary conferences/checklist
- **Special Education Transition Classes** at South Cobb provide qualifying students a functional program designed to support and facilitate the move from school to post-school life. The classes, which focus on instruction in adult living and daily living skills, provide community-based training and experiences. While students participate in our transition classes, CCSD transition staff collaborate with the students and families to apply for post-secondary supports such as Georgia Vocational Rehabilitation Agency, NOW/COMP Medicaid Waiver, Cobb Community Service Board, etc., in order to reach their post-secondary transition goals.

**Question #7:** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.  
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)

**Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

(Local School)

- At the beginning of the year an inventory is taken of all Title I technology.
- Mid-year another inventory is taken by the academic coaches and the district.
- That list is kept in a shared folder.
- If any new technology is purchased, title I tags are added, and the serial numbers and technology is also added to the inventory list.
- Teachers can request technology or equipment via email or the Academic Coaches' office.
- Laptop carts and iPad carts have a sign out sheet.
- Teachers can check out the technology for at least 2 days at time.
- They must count the laptops and iPads upon return.
- If teachers are checking out a teacher iPad, they must fill out a form.
- Teachers can keep those for the entire school year.

## **ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

***Question: How is the SIP developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable***

South Cobb High School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. South Cobb will utilize Twenty Day Funds for tutoring support of our students struggling to meet state standards. Mentoring Services is provided in conjunction with the Community in Schools program of Marietta. Revive Church of Austell, GA, LGE Credit Union, Austell Community Collaborative, South Cobb Rotary Club, Sherri Sells Atlanta (Sherry Mitchell), MUST Ministry Food Pantry, The Flower Cottage, EF2 Reality. These groups provide for volunteers and mental health, grief support, vision services, hearing services, feeding programs, support for athletic programs and other programs at South Cobb High School. In collaboration with South Cobb High School Family and Community Engagement coordinator, parents are provided with an opportunity for workshops on various topic such as financial literacy, understanding student lexile. The school is also conferencing this year to link up with other schools around the nation that engage in childhood trauma. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent, and community surveys.

