



## School Improvement Action Plan



<b>School Year:</b>	<b>2022-2023</b>
<b>School Name:</b>	<b>South Cobb High School</b>
<b>Principal Name:</b>	<b>Tommy Perry</b>
<b>Date Submitted:</b>	<b>June 30, 2022</b>
<b>Revision Dates:</b>	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	South Cobb High School
<i>Team Lead</i>	Tommy Perry
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:Tommy.perry@cobbk12.org">Tommy.perry@cobbk12.org</a>
<i>Phone</i>	
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
X	Other (if selected, please describe below)
Direct Certification	

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)]*

School Response: In developing this plan, the school sought the advice of students, staff, and parents through the use of surveys. In addition, the input from community stakeholders was sought through the school's advisory council which includes community persons. Teachers gave input through their respective collaborative communities. Instructional support personnel was directly involved in meetings, overseeing the collaboration and the disaggregation of data on the comprehensive needs assessment and the formulation of school goals.

## 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 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)	
Academic Coach (Local School)	Dr. Pauline Aikhuele; Mr. Ricardo Pacheco; Ms. Staci Christian
Parent (Non CCSD Employee)	Mrs. Desiree' Swiney
Business Partner	Ms. Sherry Ivery Mitchell
Counselor	Mrs. Jennifer Higgins-Brook
Parent Facilitator	Mrs. Sarah Klegin
Health Care Providers	Mrs. Tishana Anderson
Social Workers	Mrs. Mandy Goodwin
Faith-based Community Leaders	Rev. Reggie Fields
Technology Experts (TIS)	Mrs. Emily Freeman
Media Specialists/Librarians	Mr. Brian Ragsdale, Ms. Rhonda McKitt
Police/Public or School Safety Officers	Mr. Arturo Linares, Mr. Terry Parks
Universities or Institutes of Higher Education	Roberta Kang Columbia University Teachers College

**COMMITTEE MEMBERS SIGNATURE PAGE**

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 the school.

Meeting Date(s):	May 11 <sup>th</sup> 2023, May 17 <sup>th</sup> , April 26 <sup>th</sup> , June 8 <sup>th</sup> and June 9 <sup>th</sup> 2022
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Position/Role	Printed Name	Signature
Principal – South Cobb High School	Mr. Tommy Perry	
Asst. Principal	Dr. Sean Strachan	
Asst. Principal	Mrs. Nichole Stennis	
Asst. Principal	Mrs. Elizabeth Hayden	
Asst. Principal	Mr. James Thigpen	
Asst. Principal	Mrs. Amanda Burks	
Asst. Principal	Dr. Renee Stephens	
Magnet Coordinator	Mrs. Angela Hurley	
Academic Coach	Ms. Staci Christian	
Academic Coach	Ricardo Pacheco	
Academic Coach	Dr. Pauline Aikhuele	
Parent Facilitator	Mrs. Sarah Klegin	

## Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

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).

<p><b>Previous Year's Goal #1</b></p>	<p>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.</p>																																																																																										
<p style="text-align: center;"><b>Was the goal met?</b>    <input checked="" type="checkbox"/> YES    <input type="checkbox"/> NO</p>																																																																																											
<p>What data supports the outcome of the goal?</p>	<p>ELA: Multi-Cultural Lit exceeded 20%                      American Lit                      MATH: FOA/Algebra 31%</p> <table border="1" data-bbox="325 738 1312 922"> <thead> <tr> <th>Courses</th> <th>Pre-Test %</th> <th>Post-Test %</th> <th>Unit</th> <th>Goal Met</th> <th>% Gain/Loss</th> </tr> </thead> <tbody> <tr> <td>FOA/Algebra</td> <td>31%</td> <td>65%</td> <td>Unit 2B/3B</td> <td>Yes</td> <td>+34%</td> </tr> <tr> <td>Algebra I</td> <td>27%</td> <td>58%</td> <td>Unit 2</td> <td>Yes</td> <td>+31%</td> </tr> <tr> <td>Geometry</td> <td>44%</td> <td>58%</td> <td>Unit 2B</td> <td>No</td> <td>+14%</td> </tr> <tr> <td>Algebra II</td> <td>31%</td> <td>63%</td> <td>Unit 2</td> <td>Yes</td> <td>+32%</td> </tr> <tr> <td>AMDM</td> <td>33%</td> <td>69%</td> <td>Unit 2</td> <td>Yes</td> <td>+36%</td> </tr> </tbody> </table> <table border="1" data-bbox="367 1003 1312 1347"> <thead> <tr> <th>Courses</th> <th>Pre-Test %</th> <th>Post-Test %</th> <th>Unit</th> <th>Goal Met</th> <th>% Gain/Loss</th> </tr> </thead> <tbody> <tr> <td>FOA/Algebra</td> <td>31%</td> <td>65%</td> <td>Unit 2B/3B</td> <td>Yes</td> <td>+34%</td> </tr> <tr> <td>Algebra I</td> <td>27%</td> <td>58%</td> <td>Unit 2</td> <td>Yes</td> <td>+31%</td> </tr> <tr> <th>Courses</th> <th>Pre-Test %</th> <th>Post Test %</th> <th>Unit</th> <th>Goal Met</th> <th>% Gain/Loss</th> </tr> <tr> <td>Biology</td> <td>33</td> <td>55</td> <td>Unit 1</td> <td></td> <td>+22</td> </tr> <tr> <td>Environmental Science</td> <td>41</td> <td>62</td> <td>Unit 1</td> <td></td> <td>+21</td> </tr> <tr> <td>Chemistry</td> <td>33</td> <td>79</td> <td>Unit 1</td> <td></td> <td>+46</td> </tr> <tr> <td>Physics</td> <td>24</td> <td>54</td> <td>Unit 5</td> <td></td> <td>+30</td> </tr> <tr> <td>Zoology</td> <td>42.5</td> <td>60</td> <td>Unit 1</td> <td></td> <td>+15.5</td> </tr> </tbody> </table>	Courses	Pre-Test %	Post-Test %	Unit	Goal Met	% Gain/Loss	FOA/Algebra	31%	65%	Unit 2B/3B	Yes	+34%	Algebra I	27%	58%	Unit 2	Yes	+31%	Geometry	44%	58%	Unit 2B	No	+14%	Algebra II	31%	63%	Unit 2	Yes	+32%	AMDM	33%	69%	Unit 2	Yes	+36%	Courses	Pre-Test %	Post-Test %	Unit	Goal Met	% Gain/Loss	FOA/Algebra	31%	65%	Unit 2B/3B	Yes	+34%	Algebra I	27%	58%	Unit 2	Yes	+31%	Courses	Pre-Test %	Post Test %	Unit	Goal Met	% Gain/Loss	Biology	33	55	Unit 1		+22	Environmental Science	41	62	Unit 1		+21	Chemistry	33	79	Unit 1		+46	Physics	24	54	Unit 5		+30	Zoology	42.5	60	Unit 1		+15.5
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**Spring 2022**

<b>Courses</b>	<b>Pre-Test %</b>	<b>Post Test %</b>	<b>Unit</b>	<b>Goal Met</b>	<b>% Gain/Loss</b>
Biology	30	58	Unit 2		+28
Environmental Science	41	72	Unit 3		+31
Chemistry	14	79	Unit 1		+65
Physics	34	78	Unit 5		+44
Zoology	---	---	---	---	No data

**Summary:** All of the areas showed growth from pre-test to post test.

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**EOC DATA 2021-2022 Showing Percentages of students scoring at Level 1.**

<b>ELA (American Lit)</b>	<b>D9 language</b>	<b>D6 read literary</b>	<b>D4_craft</b>		
Level 1%	65%	59%	55%		
<b>Math (Algebra I)</b>	<b>D4_statistics</b>	<b>D3_functions</b>	<b>D2_expressions</b>		Domain 3 AA/ EL/SWD
Level 1%	73%	67%	55%		
<b>Science (Biology)</b>	<b>D4_ecology</b>	<b>D3_classification</b>	<b>D2_genetics</b>		
Level 1%	56%	55%	55%		
<b>Social Studies (US History)</b>	<b>D2_new_republic</b>	<b>D5_WW2</b>	<b>D3_industry</b>		
Level 1%	52%	52%	44%		

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**Summary:** There were strengths in some areas but there were also some areas of weaknesses that are addressed in the chart below. During the pandemic EOC was less of a focus by the state, the school will be reverting to the EOC as the measure to determine academic growth.

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<b>Reflecting on Outcomes</b>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>American Lit</p> <ul style="list-style-type: none"> <li>Focus on the specific domains that showed areas of strengths and weakness to provide targeted intervention. Provide more opportunities for remediation, tutoring after school, SOAR Saturday intervention and EOC Review.</li> <li>Professional Development for teachers to support the use of learning targets and unpacking of standards is needed in American Lit.</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ul style="list-style-type: none"> <li>Use of 360, Delta Math, Ascend, Projects, Interactive notebooks led to increased engagement by students.</li> <li>Priority Standards Quizzes Math – students received consistent review and assessment of key content skills</li> <li>Using multiple novel studies in ELA classrooms benefited literacy and relatability of novel choices.</li> <li>Collaboration amongst different CCCs, collegiality (relationships), teachers' willingness to try new things (Science). Effective CCC's implementation</li> </ul>

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	There is a need to implement a school-wide campaign to promote Literacy growth at South Cobb High School through information to all stakeholders. Recognition of students meeting growth goals, parent involvement and collaboration with community partnerships can be used to support this.
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	n/a

<b>Previous Year's 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>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p><b>Results of School-created Parent Survey 2021-2022</b> (baseline data)</p> <ul style="list-style-type: none"> <li>• 175+ respondents indicated positively on all of the items.</li> <li>• 68% did not volunteer at the school</li> <li>• 43% were not actively involved at the school</li> <li>• 36% did not see any improvements to the campus on visits</li> <li>• 42% believed that all students were <u>not</u> treated fairly</li> <li>• 29% believed that the school has a system in place to recognize students</li> <li>• 25% believed that staff communicated well with parents</li> <li>• 24% believed that students treat other students with respect.</li> </ul> <p><b>Results of Staff School Climate Survey 2021-2022</b></p> <ul style="list-style-type: none"> <li>• Data did not show any significant increase from the 2020-2021 school year survey, on any items assessed.</li> <li>• 33% felt they did not receive recognition for the good work that they did</li> <li>• 76% felt they were motivated to contribute more than what was expected of them</li> <li>• 75% indicated that they feel supported by administration.</li> </ul> <p><b>Results of Student School Climate Survey 2021-2022</b></p> <ul style="list-style-type: none"> <li>• A student survey was conducted in February 2022 to be used as baseline student school climate data. We were unable to conduct this survey before February or conduct a post-survey later in the school year to determine any changes in results. Data from results taken in the upcoming school year will determine if there has been growth in students' perceptions of climate indicators.</li> </ul> <p><b>Results of the GA Student Health Survey completed during SY 2021-2022</b></p> <ul style="list-style-type: none"> <li>• 36% of students felt like adults in the school did not treat them with respect</li> <li>• 59% believed the teachers treat them fairly</li> <li>• 51% of students agreed that students treat each other with respect,</li> <li>• 69% of students believed that students did not take pride in keeping the school clean</li> <li>• 58% believed that there were a lot of fights at school</li> <li>• 70% feel that the demands of school cause them the most stress</li> <li>• 37.6% indicated that family issues caused the most stress</li> <li>• 22.7% indicated some level of suicide ideation within the past 12 months. Data indicated that a considerable number of students also engaged in suicide attempts and ideation. Students indicated on several items that the demands of school and family issues were primary reasons.</li> </ul>

## Reflecting on Outcomes

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>The staff survey was given during the 2020-21 school year as well as during the 2021-22 school year. Student &amp; Parent survey data was collected during the 2021-22 school year, however there was no data to compare it with. The data did not reveal a 3% increase for any of the school climate indicators, therefore the goal was not met. There is a need to go back to using the CCRPI STAR climate rating as a measurement.</p> <p><b>Strategies that could be implemented to address this area of need are:</b></p> <ul style="list-style-type: none"> <li>• Actionable items such as increasing parental involvement and communication should be implemented.</li> <li>• Increasing the staff recognition opportunities at the department and administrative level (i.e. weekly shout outs, teacher of the month, staff member of the month, Eagle Shoutouts, etc.)</li> <li>• Engaging in professional development to help staff understand the importance of school climate and the impact that interventions can have on at-risk populations.</li> <li>• To implement behavior and emotional support for students at-risk by providing intervention support to address behavior and emotional concerns that may impact academic learning.</li> <li>•</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>n/a</p>

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### Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
<b>ELA</b>	<ul style="list-style-type: none"> <li>Narrative Writing (Domain 8) on the American Lit EOC shows strength for students.</li> <li>Reading Information Text (Domain 7) on the American Lit EOC showed 53% were in the remedial range and that 47 percent of students were in the proficient range.</li> </ul>	<ul style="list-style-type: none"> <li>Language (Domain 9) on the American Lit EOC 65% of students scored a level 1 needing remediation. This shows a relative weakness that needs to be addressed.</li> <li>Reading and Literary Text (Domain 6) on the American Lit EOC showed relative weakness of students with 59% of students scoring in the remedial range.</li> </ul>	<ul style="list-style-type: none"> <li>USA Test Prep</li> <li>Common Lit</li> <li>EOC fall 21 Spring 22</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>Equations (Domain 1) 41% of students taking Algebra I were at developing or proficient learner levels.</li> <li>Math Expression (Domain 2) 45% of students taking the Algebra I EOC scored above the beginning level.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics and Probability (Domain 4) on the Algebra I EOC 73% of students at were at level I.</li> <li>156 Students from the Middle School scored level I in the remedial range in math. Students are not prepared for the academic rigor required to be successful in Algebra I EOC.</li> </ul>	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Cells (Domain 1) on the Biology EOC was a relative strength for students with over 51% percent of students performing above the remedial level. 5% of students scored at the distinguished level.</li> </ul>	<ul style="list-style-type: none"> <li>Ecology (Domain 4) on the biology was a weakness, 56% of students needed remediation.</li> <li>Classification (Domain 3) on the Biology EOC was a weakness 55% students needing remediation.</li> </ul>	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Industrialization Reform and Imperialism (Domain 3) on the US History EOC was a strength for students with 56% scoring at or above remedial levels.</li> <li>Colonization (Domain 1) on the US History EOC showed 54% of students scoring above the need for remediation.</li> </ul>	<ul style="list-style-type: none"> <li>New Republic Reconstruction (Domain 2) of US History EOC showed 52% of students needing remediation.</li> <li>Post-World War II to the Present (Domain 5) of the US History EOC showed 52% of students needing remediation.</li> </ul>	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>
<b>Discipline / School Climate Data</b>	<ul style="list-style-type: none"> <li>More students than in past years participated on the GA school climate survey.</li> <li>175 parents participated on the parent survey.</li> <li>Teachers, parents and students feel overwhelmingly positive about the school.</li> <li>Several sources for data was obtained during the 2022 year. To use as comparison data.</li> </ul>	<ul style="list-style-type: none"> <li>There was a 1 percent change in perception data not much change from the previous academic year.</li> <li>The discipline data indicates that there is a need to address skipping school and classes. School climate is the chosen method to address this issue.</li> <li>Data from all school climate indicators show that there is a need to 1. Increase parental involvement, 2. Increase teacher buy in, 3. Increase Social and</li> </ul>	<ul style="list-style-type: none"> <li>Parent Survey Results</li> <li>Student Survey Results</li> <li>Staff Survey Results</li> <li>Georgia Student Health Survey</li> </ul>

	<ul style="list-style-type: none"> <li>Students feel overwhelmingly safe at school.</li> </ul>	<p>Emotional Support for students as suicide attempts and ideation is of a concern, 4. Improve teachers' positive attitudes and responses towards students. 5. Students show little pride as the survey results indicated in keeping the school clean.</p> <ul style="list-style-type: none"> <li>Discipline data indicates 740 incidents of Skipping 505 incidents of insubordination (associated with skipping incidents) 185 Tardy infractions, 159 incidents of school disruption, 117 incidents of leaving school campus, 58 incidents of fighting, 38 incidents of drug possession/use</li> </ul>	<ul style="list-style-type: none"> <li>Ontrack CCSD Discipline Tracker</li> </ul>
<b>Professional Learning</b> What's been provided? What is the impact?	Teachers have been able to participate in the ESE, GATESOL, Model Schools, National Trauma-Informed and GTSA conferences.	The conferences have been informative for staff. More specific action plans are needed for the implementation of what is learned from conferences.	<ul style="list-style-type: none"> <li>Teacher feedback</li> <li>Resources from conferences</li> </ul>
<b>Other</b>			

### Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
<b>ELA</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Black/Multi mean was 2.17 outperforming the school mean of 2.12 on the American Lit EOC</li> <li>SWD Expressions (Domain 2) American Lit 88.8 % received level 2 and above on expressions.</li> </ul>	ELL Overall achievement mean score was 1.33 compared with the school mean of 2.12 on the American Lit EOC	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>
<b>Math</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>ELL Equations (Domain 1) on the Algebra 1 EOC was strength 6% (active and former ELL students) scored above remedial level</li> <li>Black/ Multi Expressions (Domain 2) on the Algebra 1 EOC, 66% scored 4) at or above Beginner level.</li> </ul>	<ul style="list-style-type: none"> <li>SWD Statistics (Domain 4) EOC Algebra I 12%</li> <li>SWD Functions (Domain 3) EOC Algebra I 13%</li> <li>EL Statistics (Domain 4) EOC Algebra I 8.3</li> </ul> Black/Multi 44%	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>
<b>Science</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		<ul style="list-style-type: none"> <li>Overall scores for science 2.09 however SWD was a 1.51 and ELL was a 1.52</li> </ul>	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>
<b>Social Studies</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Black/Multi 2.34 Mean students outperformed the 2.26 Mean</li> </ul>	<ul style="list-style-type: none"> <li>US History mean score of 1.55 for ELL compared to the school of 2.26</li> <li>SWD were 1.61 was an identified weakness</li> </ul>	<ul style="list-style-type: none"> <li>Grades</li> <li>EOCT</li> <li>Interim Test results</li> </ul>

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<b>Discipline / School Climate Data</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<b>Professional Learning</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

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<p><b>Overarching Challenge #1</b></p>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• 33% of Staff felt they did not receive recognition for the good work that they did</li> <li>• 24% felt they were not motivated to contribute more than was expected of them</li> </ul> <p><b>School Families</b></p> <p>11% of parents (students' families) do not feel comfortable talking with teachers at the school and 27% feel that staff do not communicate well with them.</p> <p><b>Student-Teacher Relationships</b></p> <ul style="list-style-type: none"> <li>• 36% of students felt like adults in the school did not treat them with respect</li> <li>• 59% believed the teachers treat them fairly</li> </ul>
<p><b>Root Cause #1 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input checked="" type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Staff felt like they do not receive recognition for the good work that they do because the recognition that is often given may not be recognized by the administration of the school in a systematic individualized format or program. There is a need to establish methods to recognize staff individually by administrators related specifically to educational practice.</p>
<p><b>Root Cause #2 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input checked="" type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input checked="" type="checkbox"/> Family Engagement</li> </ul>	<p>Parents may have not been engaged by Administration and teachers effectively by encouraging volunteers, parent participation. There is a need to formulate action steps to reach out to parents and train staff in how to have positive interactions with parents.</p>
<p><b>Root Cause #3 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input checked="" type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Students feel as though teachers do not treat them with respect and that teachers do not treat them fairly. Engage in professional learning to increase staff professional capacity to provide a supportive learning environment for all students.</p>



<p><b>Contributing Factors</b> (Outside of control)</p>	<ul style="list-style-type: none"> <li>• Implicit bias of staff towards students.</li> <li>• Previous Negative School Experiences of parents</li> <li>• Stress outside of school for all stakeholders that may contribute towards negative attitudes.</li> <li>• Work schedules of parents</li> </ul>
<p><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>To increase school climate star rating from a level 3 to level 4 on the CCRPI by the end of the 2023 academic year.</p>

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<b>Overarching Challenge #2</b>	73% of entering first-year students scored level 2 in Math on the EOG assessment (Georgia Milestones) which indicates that they lack foundational math skills and are at developing learner stage. Students are entering 9 <sup>th</sup> grade without foundational math skills. 156 first-year students also scored level 1 on the EOG.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Pandemic of 2020 was a contributor to learning loss at our feeder schools. There is a need to recoup the learning loss experienced by our in-coming students through additional time to remediate students.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers will need to continue to use the CCC process answering the four questions of the PLC to support student growth.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers will learn effective strategies through professional development to utilize in the classroom that will support positively impact learning loss.
<b>Contributing Factors</b> <b>(Outside of control)</b>	<ul style="list-style-type: none"> <li>• Student’s Prior Knowledge</li> <li>• Parental Support at home</li> <li>• Student Attendance</li> <li>• Lack of belief that school matters</li> </ul>
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By May 2023 increase school performance on end of course assessments in Algebra I, American Literature, Biology, U.S. History by 5% proficiency (Level III and IV) given over the 2022-2023 school by baseline 2021-2022 scores.-



<b>Overarching Challenge #3</b>	Summary Statement: Student overall average Lexile growth shows a –0.5 overall growth from August 2021 to November and 0.75 average overall growth from January 22 to May 2022. The level of growth does vary between grade levels however they are consistent. Based on data the fact remains that 50% of our student population is reading at or below grade level based on the Reading Inventory.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	A stakeholder-wide campaign is needed to bring awareness to the problem in addition to problem and practices to increase literacy scores on the RI.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There needs to be consistent targeted intervention that will support the 50% of students with Lexile Scores reading below grade level.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There needs to be professional development to support teachers with skills on how to support students with low reading ability.
<b>Contributing Factors</b> <b>(Outside of control)</b>	11th and 12 <sup>th</sup> Graders can benefit from a read 180 class  Academic losses as a result of the pandemic  Students come to SCHS with literacy deficits  Limited amount of time in WLA classes to improve Lexiles  Reading is not modeled in the home (summer reading program)

<p><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>To Increase the percentage of students reading at or above grade level from 50% to 60% as measured by the Reading Inventory Assessment by May 2022.</p>
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<b>Overarching Challenge #4</b>	
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<b>Contributing Factors</b> (Outside of control)	
<b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	

<b>School Improvement Goals</b> <i>Include goals on the parent compacts and policy</i>	
<b>Goal #1</b>	To increase school performance on ALL end-of-course assessments by 5% at the proficiency level (Level III and IV) as measured by the EOC assessments given over the 2022-2023 school year in (Algebra I, American Literature, Biology, U.S. History)
<b>Goal #2</b>	To Increase the percentage of students reading at or above grade level from 50% based on SY 2021-2022 Reading Inventory data to 60% by the end of the school year 2023
<b>Goal #3</b>	To increase school climate star rating from a level 3 to level 4 on the CCRPI by the end of the 2023 academic year.
<b>Goal #4</b>	





<b>GOAL #1</b>	To increase school performance on ALL end of course assessments by 5% at the proficiency level (Level III and IV) as measured by the EOC assessments given over the 2022-2023 school year in (Algebra, American Literature, Biology, U.S. History)					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented? What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
1. Academic Coaches provide professional development for teaching strategies aligned to learning targets and priority Standards in Math and ELA).	Structured Professional Learning through Academic Coaches.  Book study Text Learning Targets by Moss and Brookhart	Title I  Title I	08/2022	<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  <b>Artifacts:</b> CCC Minutes, lesson plans, walks data	<b>Desired Outcome:</b> The desired outcome is that students will perform at proficiency levels on Interim and Common Assessments.  <b>Evidence:</b> Student grades, CTLS Assessment data	Teachers  A-Team and Academic Coaches
2. Academic Coaches provide professional development on teaching effective labs and priority standards for students in Science.	Structured Professional Learning through Academic Coaches	Title I Local funds	08/22	<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  <b>Artifacts:</b> CCC Minutes, lesson plans, walks data	<b>Desired Outcome:</b> The desired outcome is that students will perform at proficiency levels on Interim and Common Assessments.  <b>Evidence:</b> Student grades, CTLS Assessment data	Teachers  A-Team and Academic Coaches
3. To provide targeted intervention using instructional software for students based on multiple data sources.	USA Test Prep  Ascend Math  Nearpod  Computer Hardware	Title I  Local funds	09/2022	<b>Implementation:</b> Students will receive academic intervention through software during classes. Teachers will integrate the software into their instruction.  <b>Artifacts:</b> Reports from software showing use and growth. Teacher report on use.	<b>Desired Outcome:</b> Students will show growth in grades, CTLS assess data, interim assessments, software data and EOC's.	Academic Coaches  CCC Leads and department chairs will monitor integration.

	Computer Software and peripherals  Instructional Supplies  No Red Ink  Print/ Electronic academic resources				<b>Evidence:</b> CTLS Assess Data, teacher grade book reports, EOC data.	
4. Implementation of academic tutoring and Opportunities for students to repair grades and receive remediation utilizing supplemental pay during off-contract hours.	Supplemental pay  Edmentum Software  Whiteboards  Calculators  Carrying crates  Notebooks  Consumable Snacks for Students  Consumable Supplies	Title I  District funds  Local Funds	09/2022	<b>Implementation:</b> Certified SCHS teachers will tutor students during off-contract hours and receive supplemental pay to implement each of the tutoring activities through the various programs.  <b>Biology EOC Review:</b> Teachers remediate biology students off contract hours.  <b>American Lit EOC Review:</b> Teachers remediate ELA students off contract hours.  <b>US History EOC Review:</b> Teachers remediate ELA students off-contract hours.  <b>SOAR Saturday:</b> Provide Remediation and opportunity to repair grades on Saturday and throughout the week using the Edmentum Platform.  <b>Course Extension:</b> Students in all grades will receive instruction through the Edmentum software to	<b>Desired Outcome:</b> Students performance on grades, CTLS assessments will increase. Student learning gaps decreased.	A-Team and Academic Coaches  CCC's will monitor students for remediation.  Teachers will monitor

				<p>support remediation and passing of academic classes at the end of each semester.</p> <p><b>Summer LEAP/ LIFT Program</b> Rising 8<sup>th</sup> and current 9<sup>th</sup> graders to provide preview and academic support of 9<sup>th</sup> grade curriculum.</p> <p><b>Weekly Tutoring:</b> Teachers will engage in weekly tutoring of students who need additional support.</p> <p><b>Writers Workshop:</b> ELA teachers will hold Writer’s workshop to teach writing strategies to students on scheduled Saturdays.</p> <p><b>Senior Amnesty:</b> Senior students will be given the opportunity to receive tutoring to assist in bringing up grades.</p> <p>Artifacts: <b>Supplemental pay forms</b></p>	<p><b>Evidence:</b> Data from Edmentum Software, teacher grade books, formative and summative assessments, Interim assessments, EOC data. Sign in documents, supplemental pay sheets.</p>	
4. Teachers will participate in local and national conferences to support student achievement in ELA, Math, Science and Social Studies.	<p>GTSA Conference</p> <p>ESEA Conference</p> <p>GATESOL Conference</p> <p>Model Schools Conference</p> <p>NCTE Conference</p> <p>Columbia University Teachers College.</p>	Title I and Local funds	08/2022	<p><b>Implementation:</b> Teachers will attend the conferences to support instruction.</p> <p><b>Artifacts:</b> Presentation notes, summary of attendance, logic model.</p>	<p><b>Desired Outcome:</b> Teachers will use what is learned in professional development to impact student growth.</p> <p><b>Evidence:</b> EOC, CTLS Assess, grades, formative and summative assessments.</p>	A-Team and Academic Coaches

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	The Ron Clark Teaching Academy					
5. SCHS will enter into a partnership with Columbia University Teachers College to provide targeted professional development based on the school's data.	Performance contract Supplemental pay for PD	Title I and local funds	10/22	<b>Implementation:</b> A performance contract will be drawn up between SCHS and Columbia Teachers College. Teachers will complete professional learning units that will support academic growth.  <b>Artifacts:</b> Minutes, data discussions, teacher grades/ certificates from courses taken.	<b>Desired Outcome:</b> Teachers will use what is learned in professional development to impact student growth.  <b>Evidence:</b> EOC, CTLS Assess, grades, formative and summative assessments.	A-Team, Academic Coaches Department heads CCC leads
6. SCHS will continue to implement the AVID model into it's instructional practices to support writing collaboration, organization and reading for students at SCHS.	AVID Conference AVID Resources	Title I and local funds	8/22	<b>Implementation:</b> Students in need of academic support will be selected, and students will be placed in an elective support class to improve writing skills, organization, reading support, and college and career readiness to include field trips to colleges. All SCHS teachers will participate in monthly WICOR Wednesday to learn strategies to support all students at SCHS.  <b>Artifacts:</b> Minutes, data discussion, WICOR Wednesday Walks	<b>Desired Outcome: Increase student participation from 63 students to 103 by mid-year. Students will learn skills that will lead toward graduation.</b>  <b>Evidence:</b> EOC, CTLS Assess, grades, formative and summative assessments.	Principal Mr. Joseph AP Ms. Bales District AVID coordinator

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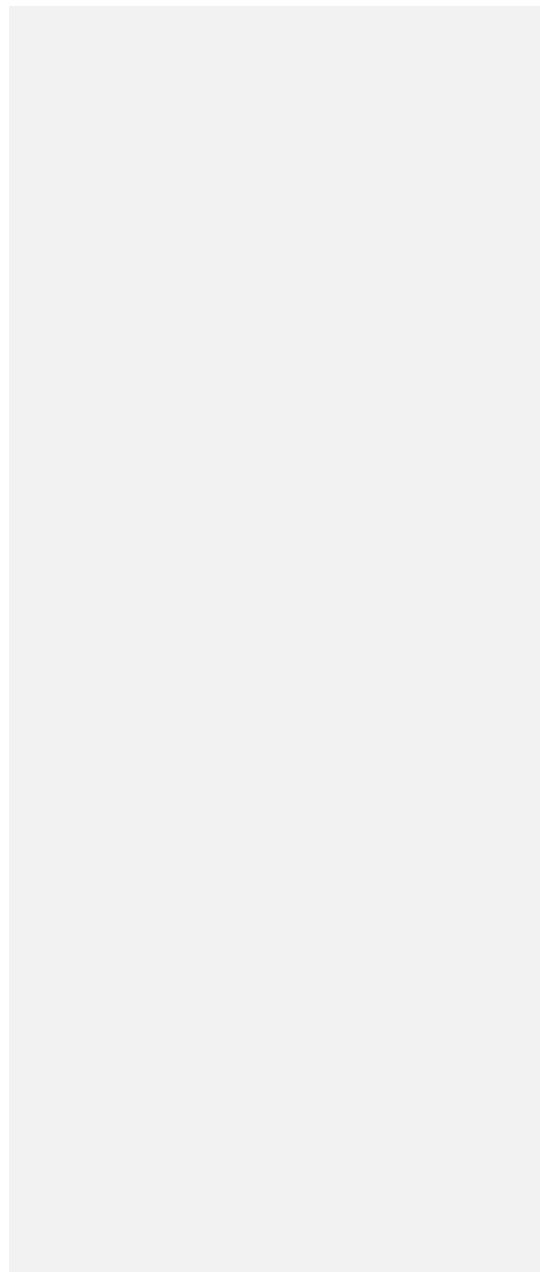
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<b>GOAL #2</b>	To Increase the percentage of students reading at or above grade level from 50% based on SY 2021-2022 Reading Inventory data to 60% by the end of the school year 2023.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
Continued use of Achieve 3000 during Social-Studies classes.	Achieve 3000 Software	Title I and Local funds	8/22	<b>Implementation:</b> Achieve 3000 will be used by Social Studies teachers during class to support student literacy growth.  Artifacts:	<b>Desired Outcome:</b> Students lexile growth will increase to grade level.  <b>Evidence:</b> RI data, lexile data from achieve, student's grades	Academic Coaches
Continued Implementation of the school-wide literacy block.	Student reading material based on Lexile levels Podcasting Equipment Video Cameras	Title I Local Funds	8/22	<b>Implementation:</b> Reading Lessons will be prepared by the ELA academic coach to be given to students during 3 <sup>rd</sup> block literacy.  <b>Artifacts:</b> Power-point lesson and QR code	<b>Desired Outcome:</b> Students lexile growth will increase to grade level.  <b>Evidence:</b> Lexile Data in the RI.	Academic Coaches
The school will implement a school-wide campaign to increase stakeholder awareness to the importance of literacy.	Social Media Poster maker Brochures Print media Lexile Celebration consumables(s nacks).	Title I	8/22	<b>Implementation:</b> Administration will promote the importance of literacy through social media, print media, sharing individual student reports, student growth celebrations.  <b>Artifacts:</b> Social media post, print media.	<b>Desired Outcome:</b> Students will show growth on the RI, students grades will improve and students and students receive higher scores on the EOC.  <b>Evidence:</b> RI data, EOC data, Achieve 3000 data.	A-Team and Academic Coaches
Teachers will receive professional development from Academic Coaches to learn research-based strategies to students reading below grade level.		Title I/ Local funds	9/2022	<b>Implementation:</b> Academic Coaches will provide support to teachers on implementing strategies to support readers below grade level.  <b>Artifacts:</b> Power-point, presentations	<b>Desired Outcome:</b> Students reading below grade level will perform better on grades, RI, EOC and all assessments.  <b>Evidence:</b> EOC, RI, CTLS Assess, student grades.	Academic Coaches.

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<b>GOAL #3</b>	To increase school climate star rating from a level 3 to level 4 on the CCRPI by the end of the 2023 academic year.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
To provide staff training to provide self-awareness, academic and positive behaviors towards graduation success.	ADDO PD  Annual ESE Conference	Local Funds  Title I funds	10/22	Staff Will engage in PD/ conferences to promote positive school climate and best practices with students and parents.  <b>Artifacts:</b> Presentation notes,	<b>Desired Outcome:</b> Increase in positive responses comparing the 2021-2022 Sy to the 2022-2023 SY. GA School climate rating at the end of the year will also increase.  <b>Evidence:</b> Georgia Health Survey, Local School surveys	A-Team  School Climate Team
The reduction of Skipping-related discipline infractions at South Cobb high school from the 2021-2022 SY to the 2022-2023 school year through target intervention.	Positive Referral/ incentive system  PBIS Exploration  Performance Contract with Communities in Schools	Local Funds  Title I funds	8/2022	<b>Implementation:</b> The implementation of a school discipline team to implement school-wide positive supports/ rewards system.  Continued Collaboration with Communities in schools to provide mentoring, partnerships and resources to support students who skip Chronically.  <b>Artifacts:</b> Monthly Community In school's report.	<b>Desired Outcome:</b> There will be a reduction in discipline from the 2021-2022 school year to the 2022-2023 school year. Increase class attendance.  <b>Evidence:</b> Discipline data from Ontrack, improvement in grades, EOC performance, performance	A-Team  School Climate Team
To increase SCHS outreach to parents through parent facilitator and Parent University.	Parent Volunteer Opportunities  Consumable snacks  Implementation of Parent University	Title I  Local Funds	9/2022	Implementation: Parent University will be developed to support parents through learning opportunities through SCHS.  Parents with expertise in a specific area will also be involved in Parent University as instructors.  <b>Artifacts:</b> Sign-in Sheet, Certificate of Completion, parent presentations	<b>Desired Outcome:</b> Increased parental involvement at SCHS.  <b>Evidence:</b> Increase in data on parent involvement on the parent survey.	A-Team  School Climate Team  Parent Facilitator  Academic Coach

<p>To provide social emotional support of students based on data indicated in the GA Health Survey through student groups and collaboration with community partners.</p>	<p>Community in Schools performance Contract.  School Counseling Department  North Side psychological  Books and reading material for student social emotional groups  Workshops for Student  At-Risk Youth Conference</p>	<p>Title I Local funds</p>	<p>8/2022</p>	<p><b>Implementation:</b> The school will enter into a performance contract with the community in school to provide mentors. The school counseling department will conduct assessments and provide social emotional support for students in the forms of groups and make outside referrals will necessary.  <b>Artifacts:</b> CIS performance contract,</p>	<p><b>Desired Outcome:</b> Students will be able to manage the academic rigor of school as evidenced on Student surveys and the GA health survey, teacher reporting and counselor reporting  <b>Evidence:</b> Student Surveys, GA health survey.</p>	<p>Director of Counseling  School Counselors  A-Team  CIS Site Coordinator</p>
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Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )			
Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> <u>State of the School Meeting – Deadline September 30, 2022</u>            Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>			<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u>            Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u>            Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>            Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/23/22   PL#2 12/9/22   PL#3 2/17/23   PL#4 4/28/23</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>5. Required</b> <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education.  <u>Briefly describe the transition activities here:</u></p>			<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>		<u>List documents translated for parents:</u>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <small>SWP Checklist 5.e</small>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

**GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:**

- Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
- Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
- Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
- Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
- Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
- Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

### School Improvement Plan Required Questions

#### Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
  
2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*
  
3. Cobb County’s schoolwide plans 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. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
  
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and 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. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)*
  
5. Describe how the schoolwide plan has been 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. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**  
**SCHOOL RESPONSE:** 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. 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.

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**ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)**

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**

*SWP Checklist 4*

**Evaluation of the Schoolwide Plan - 34 CFR § 200.26**

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

**SCHOOL RESPONSE:** The school will evaluate the school-wide plan on a monthly basis. Teachers will meet during the CCC's to determine if goals are being met and adjustments will be made accordingly. Administrators and academic coaches will monitor interim assessments/ CTLS Assess to determine if goals towards the plans are being met. A Mid-Year Review and End of the Year Process with the Title I district Supervisor to assess the goals.

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8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

**SCHOOL RESPONSE:** The school will determine if the plan has been effective by reviewing the data from CTLS Assessments, EOC data, RI Data from Achieve 3000 and also from surveys. The school will also use the CCC process/ feedback from teachers in addition to school created climate survey to determine if interventions are effective.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

**SCHOOL RESPONSE:** The School will revise through it's collaborative community process any intervention that needs to be re-evaluated to determine if there needs to be any changes. Academic Coaches and School A-Team will also meet on a weekly basis to monitor the interventions and make changes where needed.

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**Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)**

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. SWP Checklist 2(a)**

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(b)**

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: 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 and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(c)(i)**

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

**SCHOOL RESPONSE:** The third goal of the school improvement plan is school climate. One of the action steps is the reduction of discipline infractions of skipping which is the largest infraction. The school intends to pursue exploration of PBIS implementation for the 2022-2023 school year. In addition, the school uses RTI to provide supports for all students in addition to providing services for students who may need Tier II and referral for Tier III services. Through its counseling program, the school through a performance contract partners with Community in Schools to provide mentors for students, anti-bullying, partners with organizations to provide student employment opportunities, and at-risk conference for students and parents. The school will continue to partner with organizations which provide mentoring and services for students. The school in addition partners with NorthStar Psychological agency is partnered to provide intensive therapeutic services. The school’s counselor department facilitates a group with a counselor/ social worker to support students.

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14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

10. **SCHOOL RESPONSE:** The school provides a number of opportunities throughout the year for teachers to participate in staff development that is provided by the academic coaches, district personnel and by the local school. Teachers have had the opportunity to participate in the ELA NCTE, Local Learning Targets PD, CTLS Assess, Literacy, National At-Risk Youth Conference, Local PD by ADDO on positive school climate, The GATESOL Conference, GTSA Conference and the annual ESEA Title I Conference. Teachers and staff attending conferences will be required to redeliver to specific groups of faculty or the entire staff.

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15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:**

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16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware 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. *SWP Checklist 2.c(ii)*

**SCHOOL RESPONSE:** 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.

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**Comprehensive Needs Assessment – Section 1114(b)(1)(A)**

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*