

# School Improvement Plan

## Title I, Part A



School Year:	2025 - 2026
School Name:	High School
Principal Name:	Jeanne Walker
Date Submitted:	5-21-25
Revision Date(s):	7-7-25

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Cobb Horizon High School
<i>Team Lead</i>	Dr. Jeanne Walker
<i>Position</i>	Principal
<i>Email</i>	Jeanne.walker@cobbk12.org
<i>Phone</i>	678-594-8240
<b>Federal Funding Options to Be Employed in This Plan (SWP Schools. 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
X	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)

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:** School Administration collaborated with Dept Chairs, Principal's Advisory Council, and Teachers to review data and determine high priority needs within each core department through the suggested format from district supervisors and coaches. In addition, we followed the Title I recommendations to include input from stakeholders such as our Technology Integration Specialist, Communities in School Site Coordinator, School Social Worker, Professional School Counselors, Media Specialist, parents, and students. Information was compiled from the meetings and discussions, then reviewed by members of the team to finalize the plan.

## IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives 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. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
<b>Parent (a Non-CCSD Employee)</b>	Social Workers
<b>Student (Required for High Schools)</b>	Community Leaders
<b>Structured Literacy Coach (For CSI/ TSI Schools)</b>	School Technology Specialists
<b>MRESA School Improvement Specialist (For Federally Identified Schools)</b>	Community Health Care Providers
	Universities or Institutes of Higher Education

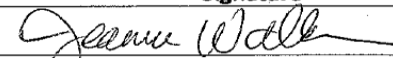

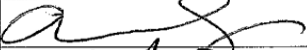
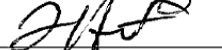
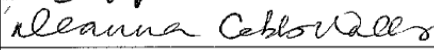
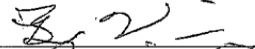


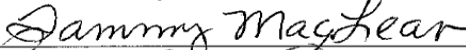

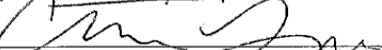

### SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals 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. Multiple meetings should occur and a sign-in sheet must be maintained for each meeting.

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### SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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Meeting Dates:	March 26, 2025	April 15, 2025; April 29, 2025	May 6, 2025 May 21, 2025
Position/Role	Printed Name	Signature	
Principal	Jeanne Walker		
Assistant Principal	Sherri Gilliam		
Assistant Principal	Amanda Burks		
Assistant Principal	Jeff Hutson		
Social Studies Dept Chair COLA	Deanna Cobb-Walls		
Social Studies Dept Chair Horizon	Tina Guest		
ELA Dept Chair COLA	Brendan Widness		
ELA Dept Chair Horizon	Larisa Foster		
Math Dept Chair COLA	Dorrell Buckmon		
Math Dept Chair Horizon	Tammy Maclean		
Science Dept Chair COLA	Paulette Allard		
Science Dept Chair Horizon	Courtney Johns		
CIS Site Coordinator	Adonica Bailey		

Cobb Horizon High School

SPED Dept Chair Horizon	Rose Dell'Orto	<i>Rose Dell'Orto</i>
SPED Dept Chair COLA	Chandra Guy <i>Connie Erb</i>	<i>Connie Erb</i>
Parent	Jeni Weldin	
Parent	Paula Godley-Mack	
Lead AOC Teacher	Michelle Ihrig	<i>Michelle Ihrig</i>
School Secretary	Kathie Baker	<i>K. Baker</i>
World Language Dept Chair COLA	Danielle Engle	<i>Danielle Engle</i>
School Counselor COLA	Greg Moncrief	<i>Greg Moncrief</i>
School Counselor Horizon	Andra Cole	<i>Andra Cole</i>
Technology Integration Specialist	Lynn McGee	
Community Partner	Sam Crowley	
Academic Coach		

*MS. S. Studies* *[Signature]*

*MS. Math* *Shanna DeFreitas* *[Signature]*

*Fine Arts Department Lead* *Blane Wright*

*MS. Science* *Angie Kim*

*Health & PE* *Alesha Winters*

*Services & Support*

Cobb Horizon High School

*Administrator*

### Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

*[Signature]*

*CTAE - Alisa Worthy*

*Eht - Jennifer Pratt*

*MS ELA* *[Signature]*

## Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

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

<b>Previous Year's Goal #1</b>	Increase the percentage of ELL students in grades 9-12 who move one band, or more than one band, from 23.81% (27 students) to 35% (39 students)
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	2025 Access Test Results – 15% of ELL students in grades 9-12 moved one band or more; 13% of Horizon students and 29% of COLA students met the goal
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>All teachers were trained in using Ellevation to identify effective strategies to support ELL learning</li> <li>Teachers participated in professional development on most effective strategies from Ellevation</li> <li>Access data for individual students was shared with all teachers as well as CAN DO expectations.</li> <li>A growth goal was established for all students in the building</li> </ul> <ul style="list-style-type: none"> <li>Moving forward, we will include designated collaborative time for teachers to select engaging activities</li> <li>For SY25-26, the specific focus will be on increasing academic vocabulary</li> <li>Teachers will create an ACCESS prep course to better prepare students for the actual ACCESS test.</li> </ul> <p style="margin-top: 10px;">Please note: we had an increase in students who tested this school year which likely impacted our ability to meet this goal because the cohort changed</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?	
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<b>Previous Year's Goal #2</b>	Increase the percentage of students scoring “developing” or higher on the Algebra EOC by 3% from SY 23-24's baseline data from 67% to 69%
<b>Was the goal met?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially	
What data supports the outcome of the goal?	Winter EOC results Student performance on Common Assessments Goal was achieved as of Winter EOC with 69% of students scoring developing or higher on the Algebra 1 EOC
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>Plan lessons and assessments using the EOC blueprint and achievement level descriptors in mind.</li> <li>Individualized instruction in the areas that students show weakness. Please note: We try to achieve this in office hours but encounter challenges with student attendance for office hours.</li> <li>Add constructed responses to assessments to demonstrate understanding (Explain, error analysis etc.).</li> <li>Interactive reviews to strengthen skills. · Change formative assessments</li> </ul>
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	<ul style="list-style-type: none"> <li>Reviewing the EOC data from the prior year to determine underperformed areas.</li> <li>Collaborating using best practices for instructional strategies. Teachers who scored comparatively higher than the team on common assessments, share their strategies, so other teachers can use them for remediation.</li> <li>Using data from common assessments in CTLs at CCC meetings to identify student weaknesses and popular misconceptions. Using the item analysis report, we can identify, examine questions and breakdown standards that students scored below a 70%</li> <li>Efficient and effective lessons and teaching. · Consistently focusing on how to utilize technology (Desmos) during instruction and test preparation.</li> <li>Providing tutoring twice a week, extra review and independent options on Classkick</li> </ul>

implemented to sustain progress?	<ul style="list-style-type: none"> <li>Offered independent study opportunities through teacher -created resources that focused specifically on Algebra concepts with accompanying videos for each skill</li> <li>Increased instructional times with Friday review sessions that utilized highly engaging gamified instructional platform</li> </ul>
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<b>Previous Year's Goal #3</b>	4-year Graduation rate will increase from 58.14% to 60%
<b>Was the goal met?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially	
What data supports the outcome of the goal?	Course completion rate by cohort: Quarter 1 – 82% Quarter 2 – 82% Quarter 3 – 85%
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<p>Grad rate not available until Fall of 2025          Current data (4/28/2025) – 53 of 173 (30.6%) students in 2025 Cohort have met grad requirements.</p> <p>While data is not yet available, we are continuing to focus on an increased graduation rate for current and future cohorts. One initiative of specific interest is the use of highly engaging activities in instruction. We believe by increasing student engagement, we will likely increase student attendance and focus on the content.</p> <p>Our professional development and collaborative teams for the upcoming year will focus on implementing at least one highly engaging activity per unit, with the request to add engaging activities as appropriate. We will also maintain a spreadsheet of all activities, so that the content can be used in future. For SY25-26, at least one highly engaging activity will be focused on academic vocabulary for each unit. While this strategy will be completed in all Math, Science, and History classes, for the purposes of Title I, we will track and report performance only in the math areas.</p>



<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>	
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### Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

HIGH SCHOOL GRADUATION RATES			
Graduation Rate Longitudinal Data	SY22	SY23	SY24
	52.13	50.25	58.14

OVERALL CONTENT AREA DATA			
EOC Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished
American Literature & Comprehension	31%	23%	24%

Algebra	16%	19.4%	38.5%
Biology	36%	22%	35%
U.S. History	33%	28%	25%

AMERICAN LITERATURE AND COMPOSITION – By Year (Winter and Spring Data Combined)						
EOC Longitudinal Data	SY22		SY23		SY24	
	Winter	Spring	Winter	Spring	Winter	Spring
Level 4		0.44		1.42		3.58
Level 3		30.7		21.71		20.43
Level 2		42.11		39.86		32.62
Level 1		26.75		37.01		43.37

AMERICAN LITERATURE AND COMPOSITION (READING STATUS) – (Winter and Spring Data Combined)						
Percentage of Students	SY22		SY23		SY24	
	Winter	Spring	Winter	Spring	Winter	Spring
Grade Level and Above		46.05		57.65		52.33

Below Grade Level		53.5		42.35		47.67
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		<b>AMERICAN LITERATURE (READING) – By Domain of Focus – Current Year</b>								
<b>Domain Mastery Levels</b> (Enter Domain(s) of Concern)	<b>Reading &amp; Vocabulary</b>		<b>Key Ideas &amp; Details</b>		<b>Reading Literary Text</b>		<b>Vocabulary Acquisition &amp; Use</b>		<b>Reading Informational Text</b>	
	<b>Winter</b>	<b>Spring</b>	<b>Winter</b>	<b>Spring</b>	<b>Winter</b>	<b>Spring</b>	<b>Winter</b>	<b>Spring</b>	<b>Winter</b>	<b>Spring</b>
Level 3 Accelerate Learning	11%	16%	13%	15%	8%	13%	11%	16%	13%	18%
Level 2 Monitor Learning	11%	13%	17%	20%	22%	20%	22%	21%	12%	15%
Level 1 Remediate Learning	78%	70%	70%	65%	70%	67%	67%	63%	75%	67%

<b>AMERICAN LITERATURE (Writing) – By Domain of Focus – Current Year</b>				
<b>Domain Mastery Levels</b>	<b>Craft &amp; Structure/Integration of Knowledge &amp; Ideas</b>	<b>Writing &amp; Language</b>	<b>Writing</b>	<b>Language</b>

(Enter Domain(s) of Concern)	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	10%		6%	13%	7%	12%	6%	10%
Level 2 Monitor Learning	12%		12%	15%	20%	20%	16%	23%
Level 1 Remediate Learning	78%		82%	73%	73%	68%	78%	67%

## ELA DATA ANALYSIS & FINDINGS

ELA DATA ANALYSIS & FINDINGS				
<b>AMERICAN LITERATURE &amp; COMPOSITION (3-year trends)</b> <ul style="list-style-type: none"> <li><b>What trends exist for all students in the:</b> <ul style="list-style-type: none"> <li>Percentage of students reading on grade level or below grade level?</li> <li>Percentage of students scoring in Level 1, 2, 3, 4 (increases, decreases, no increase or decrease)?</li> <li>Reading domain increases or decreases?</li> <li>Writing domain increases or decreases?</li> </ul> </li> </ul>	Strengths		Weaknesses	
	<ul style="list-style-type: none"> <li>White students exceeded 2024 CCRPI target of 59.65% Achievement level score with an average achievement level score of 63.22%</li> <li>Students performed best in Domain 2 (Key Ideas &amp; Details) and Domain 6 (Reading Informational text) with 13% (38 of 295) students scoring proficient or distinguished (level 3 and 4)</li> </ul>		<ul style="list-style-type: none"> <li>Writing &amp; Language domain 07 (<i>evidence &amp; elaboration, language usage &amp; conventions</i>) was lowest performance area with 94% (277 of 295 students) scoring at the beginning and developing level (levels 1 and 2)</li> <li>47.6% of students are scoring below grade level in reading as measured on the American Lit EOC</li> <li>EOG &amp; EOC data, progress monitoring and teacher observations indicate that many students with disabilities &amp; ELLs struggle with reading comprehension and writing (52% are below grade level in reading in Winter 24 EOC)</li> </ul>	
	Subgroup		Target CCRPI Level	School Level
	ELL		10.63	3.45
	SWD		28.90	25.0

<ul style="list-style-type: none"> <li>How do the trends differ for EL students?</li> <li>How do the trends differ for SWD students?</li> </ul>		Black	42.35	30.06
		Hispanic	36.16	32.29
		Economically Disadvantaged	34.36	31.92
<b>COMMON ASSESSMENTS - Current Year</b> <ul style="list-style-type: none"> <li>What trends exist for all students in the:             <ul style="list-style-type: none"> <li>Percentages mastering standards aligned to reading domains - identify both standards of strength and weakness</li> <li>Percentages mastering standards aligned to writing domains - identify both standards of strength and weakness</li> </ul> </li> <li>How do the trends differ for EL students?</li> <li>How do the trends differ for SWD students?</li> </ul>	<b>Strengths</b>	<b>Weaknesses</b>		
	<p>Teachers are required to give Interim CTLS assessments in American Lit.</p> <p>Teachers of the same courses are required to have common summative and at least 1 common formative per unit for the 26 SY.</p>	<p>Edmentum assessments are randomized. Teachers cannot standardize assessments in Edmentum so assessments are not common.</p> <p>COLA teachers have not administered common assessments in the past.</p>		

<p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction  <input type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input type="checkbox"/> Supportive Learning Environment</p>	<p><b>Root Cause Explanation:</b></p> <p>The writing task assignments and assessments do not align with ELA writing standards. The DOK of the task often does not match the DOK level of the standard.  Low DOK on assessments does not ensure that students truly master the standard  Horizon &amp; COLA students are not consistently provided opportunities to practice writing skills.  Horizon &amp; COLA teachers do not collaboratively score student writing.</p>	
<p><b>SCHOOL INSTRUCTIONAL WALKS - ELA</b></p> <ul style="list-style-type: none"> <li>• <b>What instructional practices / processes are consistently observed during ELA walks?</b></li> <li>• <b>What instructional practices / processes are consistently missing or ineffective during ELA walks?</b></li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Observed instruction is consistently standards-based</li> <li>• Teachers communicate clear learning targets which are shared on their class board in multiple locations and frequently referenced before, during and after instruction</li> <li>• A wide variety of technology tools are embedded in instruction</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Low levels of student engagement are evident in multiple classes.</li> <li>• Students attend regularly but interaction is infrequent and sometimes limited to chat exchanges</li> <li>• Student performance on modules, mastery tests are not consistently monitored for time on task and checked for understanding (HRZ)</li> </ul>
<p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction  <input type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input type="checkbox"/> Supportive Learning Environment</p>	<p><b>Root Cause Explanation:</b></p> <p>Based on TKES formative observations:</p> <p>Teachers do not consistently implement engagement strategies effective in the digital environment (COLA)  Instructional design lacks integration of daily, frequent, and effective activities which require student participation (COLA)  Over-reliance on computer based Edmentum instruction (HRZ)  Lack of engagement in ELA classes leads to lower performance, less retention of knowledge</p>	

<b>Survey Summary Data</b>  <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input checked="" type="checkbox"/> Counseling Needs Assessment	<b>Strengths</b>  90% (268 of 295) of HRZ students graduate as projected or earlier.	<b>Weaknesses</b>  <ul style="list-style-type: none"> <li>HRZ students are impacted by multiple risk factors: 63% (131 of 249) students suffer from anxiety, 49% (102 of 249) students suffer from depression; 38% (79 of 249) students have difficulty dealing with anger</li> <li>49% (280 of 592) of enrolled students are 1 year or more behind their cohort</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>  Cobb Horizon (HRZ) is designed to support students who are behind in graduation requirements. As research suggests, students with risk factors tend to fall behind in school – therefore, compared to a traditional school environment based solely on the population of the community, HRZ students will be more likely to experience risk factors such as anxiety, depression, and anger.  To address the unique needs of our students, Horizon offers smaller class sizes, a lower student-to-counselor ratio than traditional environments, and a Communities-in-Schools Site coordinator helps to mitigate these circumstances.	
<b>Additional Data Analysis</b>	<b>Strengths</b>	<b>Weaknesses</b>

<p><b>(If relevant)</b></p> <p><b>Select all that apply:</b></p> <p><input type="checkbox"/> i-Ready 9<sup>th</sup> &amp; 10<sup>th</sup> grade</p> <p><input checked="" type="checkbox"/> WIDA ACCESS</p> <p><b>Other(s):</b></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• All teachers were trained in using Ellevation to identify effective strategies to support ELL learning</li> <li>• Teachers participated in professional development on most effective strategies from Ellevation</li> <li>• Access data for individual students was shared with all teachers as well as CAN DO expectations.</li> <li>• A growth goal was established for all students in the building</li> <li>• ELL SY25 ACCESS results, students (78 of 92) performed the strongest in the listening domain with an average of 4.45 performance level.</li> <li>• ELL 9, 10, 11 grade students performed <b>consistently across the board in the reading domain. 9<sup>th</sup> grade students (8 of 11) demonstrated an average of 1.0 performance level growth.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Performance is lowest in speaking and writing. 12<sup>th</sup> graders had the lowest composite scores.</li> <li>• Speaking and Writing domains have the least gain on the SY25 <b>Access for all grade levels (78 of 92).</b></li> <li>• The lowest growth was seen in the Speaking domain with the 9<sup>th</sup> <b>grade students (8 of 11) demonstrating an average of (-.5) performance level growth.</b></li> <li>• The lowest growth seen in the Writing domain was with the 12<sup>th</sup> <b>grade students (24 of 26) demonstrating an average of (-.5) performance level growth.</b></li> </ul>
<p><b>Check the system that contributes to the root cause:</b></p>	<p><b>Root Cause Explanation:</b></p>	



<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<p>We had an increase in students who tested this school year which likely impacted our ability to meet this goal because the cohort changed.</p> <p>Students disconnect between classroom performance vs ACCESS performance.</p> <p>A perceived lack of importance and limited opportunities to practice the assessment has led to a decline in student growth and performance on the ACCESS.</p>
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ELA - IMPROVEMENT PLAN			
<b>GOAL #1: ELA</b>	The percentage of students scoring developing, proficient, and distinguished (Levels 2, 3, & 4) on the ELA End of Course test writing domain 07 will increase from 33% (107) to 45% (145) of 322 students for the 2026 School Year.		
<b>Root Cause(s) to be Addressed:</b>	<p>The writing task assignments and assessments do not align with writing standards. The DOK of the task sometimes does not match the DOK level of the standard.</p> <p>Students are not consistently provided opportunities to practice writing skills</p> <p>Teachers have not implemented consistent collaborative scoring to ensure student writing meets the level of the standards.</p>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of teachers will create and implement common writing prompts <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: State writing rubric shared with all teachers; Teachers create common writing prompts for all grade levels; CCC leads &amp; Coach create writing assessment schedule</li> <li>August-September: Teachers trained on collaborative scoring protocols Teachers administer common writing prompts Teachers collaboratively score writing</li> <li>October-December: Identify common writing trends, select strategies to build student writing capacity. Administer another writing prompt &amp; collaboratively score.</li> <li>January-February: Analyze Winter EOC writing performance Teachers administer common writing prompts Teachers collaboratively score writing</li> </ul>	<b>Evaluation Performance Target:</b> 100% of students will complete writing prompt <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common Writing Rubric</li> <li>EOC Writing scores</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input checked="" type="checkbox"/> <u>Quarterly</u></li> </ul> <b>CCC:</b> Identify trends, identify strategies that are working. Will adjust instruction based on trend data  <b>Academic Coach:</b>	
<b>Target Student Group</b>			
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. Teachers will assess student writing using common prompts based on state provided resources for each grade level course per nine weeks			

	<ul style="list-style-type: none"> <li>• March-April: Identify common writing trends, select strategies to build student writing capacity. Administer another writing prompt &amp; collaboratively score.</li> <li>• May: Teachers analyze school year data on writing performance outcomes to identify next steps</li> </ul> <p><b>Artifacts to be Collected:</b> Grade level writing rubrics Common writing prompts Collaborative scoring protocols Collaborative scoring schedule</p> <p><b>Person(s) Monitoring Implementation:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b> Quarterly</p>	<p>Monitor Collaborative scoring sessions and provide additional PD as needed</p> <p><b>Person(s) Collecting Evidence:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads</p>	
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ALGEBRA – By Year (Winter and Spring Data Combined)						
EOC Longitudinal Data	SY22		SY23		SY24	
Administrations	Winter	Spring	Winter	Spring	Winter	Spring
Level 4		2.94		4.32		6.92
Level 3		12.24		15.11		31.54
Level 2		22.79		28.78		26.15
Level 1		61.03		51.80		35.38

ALGEBRA – By Domain of Focus – Current Year								
Domain Mastery Levels (Enter Domain(s) of Concern)	06- Patterning & Algebraic Reasoning: Exponential Expressions & Equations		07- Functional & Graphical Reasoning		03- Patterning & Algebraic Reasoning:		08- Functional & Graphical Reasoning: Sequences & Linear Functions	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	10	16%	10	19%	12	24%	4	20%
Level 2 Monitor Learning	7	20%	7	19%	5	14%	17	25%
Level 1 Remediate Learning	83	64%	83	62%	83	62%	79	55%

## MATH DATA ANALYSIS & FINDINGS

ALGEBRA I EOC (3-year trends)	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• <b>What trends exist for all students in the:</b> <ul style="list-style-type: none"> <li>○ <b>Percentage of students scoring in Level 1, 2, 3, 4 (increases, decreases, no increase or decrease)?</b></li> <li>○ <b>Algebra EOC domain increases or decreases?</b></li> </ul> </li> <li>• <b>How do the trends differ for EL students?</b></li> <li>• <b>How do the trends differ for SWD students?</b></li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students for achievement levels 3 &amp; 4 increased in the following subgroups: Black, Hispanic, White, Economically Disadvantaged and English Learners.</li> <li>• Strong performance Domain 04 Patterning &amp; Algebraic Reasoning: Linear Inequalities</li> <li>• White students have highest achievement score of 75.73 on the EOC test</li> <li>• % of students scoring level 1 and 2 has decreased continuously in last 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students scoring in the beginning learner's category or level 1 is high (35.38%).</li> <li>• Lowest Performance Domains 03, Patterning &amp; Algebraic Reasoning &amp; 07 Functional &amp; Graphical reasoning</li> <li>• Only 8.9% of students score proficient on MI assessment</li> <li>• Students with disabilities have the lowest achievement score 30.77; followed by ED students 35.22 and ELL students at 35.89</li> </ul>
	<b>Strengths</b>	<b>Weaknesses</b>

<p><b>COMMON ASSESSMENTS - Current Year</b></p> <ul style="list-style-type: none"> <li>• <b>What trends exist for all students in the:</b> <ul style="list-style-type: none"> <li>○ Percentages mastering standards aligned to math domains - identify both standards of strength and weakness</li> </ul> </li> <li>• <b>How do the trends differ for EL students?</b></li> <li>• <b>How do the trends differ for SWD students?</b></li> </ul>	<p>Unit 5 – Exponential Expressions and Equations (<b>Patterning &amp; Algebraic Reasoning</b>)</p> <ul style="list-style-type: none"> <li>• 93% - Developing or higher</li> <li>• 7% - Beginning</li> </ul> <p><b>Overall Strengths</b> – Linear Functions, Rational &amp; Irrational Numbers, Quadratic Expressions and Equations, Exponential Expressions &amp; Equations, Data and inferences and Algebra Connections to Geometry (As a school we excel in the domains of <b>Numerical Reasoning</b>, <b>Data &amp; Statistical Reasoning</b> and <b>Geometric &amp; Spatial Reasoning</b>.)</p> <p>Based on the trends do not differ with EL students. They are consistent with non-ELL students.</p>	<p>Unit 2 – Linear Inequalities (<b>Patterning &amp; Algebraic Reasoning</b>)</p> <ul style="list-style-type: none"> <li>• 53% - Developing or higher</li> <li>• 45% - Beginning</li> </ul> <p>Unit 6 – Exponential Functions (<b>Functional &amp; Graphical Reasoning</b>)</p> <ul style="list-style-type: none"> <li>• 47% - Developing or higher</li> <li>• 52% - Beginning</li> </ul> <p><b>Overall Weaknesses</b> – Quadratic Functions and Exponential Functions (As a school we need to improve in the areas of <b>Patterning &amp; Algebraic Reasoning</b> and <b>Functional &amp; Graphical Reasoning</b>)</p> <p>For the most part our SWD students are also consistent with non-SWD students. In fact, they had better percentages in five units, however need more support in Unit 2 Linear Inequalities (<b>Patterning &amp; Algebraic Reasoning</b>).</p>
<p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p><b>Root Cause Explanation:</b></p> <ul style="list-style-type: none"> <li>• Gaps in prior knowledge and academic vocabulary – Students have difficulty with number sense.</li> <li>• Gaps in interpreting and analyzing problems</li> <li>• Difficulties with spatial reasoning, interpreting and analyzing graphs</li> <li>• Ineffective assessment practices, assessments do not match DOK of standard</li> </ul>	
	Strengths	Weaknesses

<b>SCHOOL INSTRUCTIONAL WALKS - MATH</b> <ul style="list-style-type: none"> <li>• What instructional practices / processes are consistently observed during MATH walks?</li> <li>• What instructional practices / processes are consistently missing or ineffective during MATH walks?</li> </ul>	Small Group instruction at HRZ Standards based instruction	Primarily Teacher Directed Instruction Lack of student voice Hooks, real life connection are not consistently integrated in instruction Interactive teaching is not a consistent practice
<b>Check the system that contributes to the root cause:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> </ul>	<b>Root Cause Explanation:</b> Teachers need professional development in effective engagement strategies and interactive teaching strategies for the content and for virtual learners.	
<b>Survey Summary Data</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Survey</li> <li><input type="checkbox"/> Parent Survey</li> <li><input type="checkbox"/> Professional Learning Survey</li> <li><input type="checkbox"/> _____</li> </ul>	<b>Strengths</b>  N/A	<b>Weaknesses</b>  N/A

<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	
<b>Additional Data Analysis</b> (If needed)  <b>Other(s):</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Strengths</b>	<b>Weaknesses</b>
	N/A	N/A
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	



MATH - IMPROVEMENT PLAN			
<b>GOAL #1: MATH</b>	The percentage of students scoring at the developing, proficient, and distinguished levels (2, 3, & 4) on the CCRPI Algebra 1 EOC will increase from 60% (84 students) to 80% (112 students) for the 26SY.		
<b>Root Cause(s) to be Addressed:</b>	<ul style="list-style-type: none"> <li>Teachers need professional development in implementing effective, evidence-based interactive teaching strategies for the content and for virtual environments.</li> <li>While teachers may be knowledgeable of interactive activities, they do not implement them with fidelity due to time constraints. With designated focus on implementation of highly engaging activities throughout the course we expect to see an increase in performance on the EOC</li> </ul>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of teachers will implement highly engaging activities at least once per unit.  <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: Teachers with experience in evidenced-based interactive teaching strategies will identify strategies that can be implemented in our unique environments All teachers will receive training on the most effective evidenced-based interactive strategies</li> <li>August-September: Implement at least 1 strategy in a unit</li> <li>October-December: Implement at least 1 strategy in 2 units</li> <li>January-February: Mid – year evaluation of effectiveness Implement at least 1 strategy in a unit</li> <li>March-April: Implement at least 1 strategy in 2 units</li> <li>May:</li> </ul>	<b>Evaluation Performance Target:</b> 80% of students will demonstrate mastery of standards where interactive strategy was implemented  <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Unit assessment aligned to standards</li> <li>CCC meeting notes documenting analysis of interactive strategy effectiveness</li> </ul> <b>Evaluation Plan:</b> Students will complete engaging strategies at least: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input checked="" type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input type="checkbox"/> _____</li> </ul> <b>Data Analysis Plan:</b> CCCs will analyze data from assessments Adjust instruction based on analysis CCCs share effective strategies in staff meetings	
<b>Target Student Group</b>			
<input type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. Teachers will implement evidence based Interactive strategies in 3 units per semester			

	<p>Review quality of strategies implemented and plan for future use</p> <p><b>Artifacts to be Collected:</b>  Student data from CTLS Assessments  Spreadsheet with unit specific interactive strategies</p> <p><b>Person(s) Monitoring Implementation:</b>  <input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b>  Every other month</p>	<p><b>Person(s) Collecting Evidence:</b>  <input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists  <input checked="" type="checkbox"/> CCC Leads</p>	
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<b>Root Cause(s) to be Addressed:</b>	Teachers consistently notice gaps in academic knowledge which likely contributes to students performing at lower levels on the EOC. To increase the number of students moving from beginning to developing, a focus on academic knowledge will likely assist students with disabilities and who are English Language learners.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 75% of students will complete at least three lessons and formative assessments on Algebra content vocabulary.	<b>Evaluation Performance Target:</b> 70% of students will perform at least at the developing level or higher on three school-created academic vocabulary common formative assessments	Assessment Division  GA DOE Inspire
<b>Target Student Group</b>	<b>Implementation Plan:</b>		
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input type="checkbox"/> SWD	<ul style="list-style-type: none"> <li>Preplanning: Teachers will determine targeted academic vocabulary for all units in Algebra; teachers will create related common formative assessments on the district's CTLS Assess platform</li> </ul>		
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<ul style="list-style-type: none"> <li>August-September: Students will complete at least one content vocabulary targeted assessment related to the current lesson and unit</li> <li>October-December: Students will complete at least two content vocabulary targeted assessment related to the current lesson and unit</li> <li>January-February: Analyze effectiveness of content vocabulary lessons Students will complete at least one content vocabulary targeted assessment related to the current lesson and unit</li> <li>March-April: Students will complete at least two content vocabulary targeted assessment related to the current lesson and unit</li> </ul>		
2. Students will complete at least three lessons and formative assessments on content vocabulary in Algebra course	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>School-created academic vocabulary assessments located in CTLS Assess for easy data monitoring</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input checked="" type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input type="checkbox"/> _____</li> </ul> <b>Data Analysis Plan:</b> Collaborative teams will review data collected in CTLS Assess to determine the percentage of students performing at the beginner, developing, proficient, and distinguished levels. Students at the beginning levels will be offered remediation and reassessed for growth.		
	<b>Person(s) Monitoring Implementation:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</li> <li><input checked="" type="checkbox"/> CCC Leads</li> </ul>		

	<ul style="list-style-type: none"> <li>May/Post-planning: Review all lessons and related assessments for effectiveness and adjust as necessary</li> </ul> <p><b>Artifacts to be Collected:</b> Assessment plan Assessment audits</p> <p><b>Person(s) Monitoring Implementation:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b> Every other month</p>		
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### BIOLOGY – By Year (Winter and Spring Data Combined)

EOC Longitudinal Data	SY22		SY23		SY24	
Administrations	Winter	Spring	Winter	Spring	Winter	Spring
Level 4		4.64		2.92		7.69
Level 3		31.79		19.30		27.22
Level 2		31.13		30.99		28.40
Level 1		32.45		46.78		36.69

### BIOLOGY – By Domain of Focus – Current Year

Domain Mastery Levels (Enter domain that is most significant)	Domain 1 Cells		Genetics & Heredity		Classification		Evolution	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	14	12	24	19	18	20	20	21
Level 2 Monitor Learning	32	24	20	26	22	21	24	22
Level 1 Remediate Learning	54	64	56	55	61	59	56	56

U.S. HISTORY – By Year (Winter and Spring Data Combined)						
EOC Longitudinal Data	SY22		SY23		SY24	
Administrations	Winter	Spring	Winter	Spring	Winter	Spring
Level 4		6.10		6.75		5.30
Level 3		26.76		21.03		19.70
Level 2		36.15		41.27		35.23
Level 1		30.99		30.95		39.77

U.S. HISTORY – By Domain of Focus – Current Year								
Domain Mastery Levels (Enter domain that is most significant)	Domain 04 – Establishment as a World Power		Domain 02 – New Republic Through Reconstruction		Domain 01 - Colonization thru Constitution		Enter Domain HERE	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	8	10	9	9	12	10		
Level 2 Monitor Learning	32	22	22	21	28	27		
Level 1 Remediate Learning	60	68	69	70	60	63		

<b>GOAL #3: OTHER</b>	We will increase the 4 year graduation rate for the 2026 cohort from 58.14 (159 students) to 65% (178 students)		
<b>Root Cause(s) to be Addressed:</b>	51% of students are not on track to graduate with their cohort		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of teachers will monitor course completion on a monthly basis.  <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: Teachers will adjust pacing guides to reflect adequate progress toward completion of course Teachers &amp; Academic Coach will create a chart for documenting monthly progress.</li> </ul>	<b>Evaluation Performance Target:</b> 70% of students will make expected progress in Edmentum course work every month as measured by the pacing guide and/or Edmentum reports  Students will pass 87% of courses on a quarterly (Horizon) or semester (COLA basis)  <b>Evaluation Tool(s):</b> <b>Pacing Chart</b> <b>Course Passage Rate by Cohort</b>  <b>Evaluation Plan:</b> Students will be assessed:	Assessment Division  GA DOE Inspire
<b>Target Student Group</b>			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<ul style="list-style-type: none"> <li>August-September: Teachers will calculate % of students off track and on pace in core courses.</li> </ul>		

<p>1. Teachers will calculate % of students on pace in core courses monthly. Teachers will notify student, counselor (graduation coach) and parent/guardian of off-track status each month</p>	<p>CCCs will identify &amp; intervene with struggling students</p> <ul style="list-style-type: none"> <li>October-December: Teachers will calculate % of students off track and on pace in core courses. CCCs &amp; Academic Coach will identify courses with highest number of off pace students; determine appropriate adjustments to coursework</li> <li>January-February: Teachers will calculate % of students off track and on pace in core courses</li> <li>March-April: Teachers will calculate % of students off track and on pace in core courses</li> <li>May/Post-planning: CCCs &amp; Academic Coach will identify courses with highest number of off pace students; determine appropriate adjustments with coursework</li> </ul> <p><b>Artifacts to be Collected:</b> Pacing Guides Pacing Charts Monthly list of Off pace students</p> <p><b>Person(s) Monitoring Implementation:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b> Monthly</p>	<p><input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> <u>Quarterly</u></p> <p><b>Data Analysis Plan:</b></p> <p><b>Person(s) Collecting Evidence:</b> <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads</p>	
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
<p><b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b></p>	<p><b>Implementation Performance Target:</b> 100% of the Graduation Cohort Committee will work to identify students at risk of not graduating with cohort 2026</p> <p><b>Implementation Plan:</b></p>	<p><b>Evaluation Performance Target:</b> 100% of students will be on track in AOC courses</p> <p><b>Evaluation Tool(s):</b>  <ul style="list-style-type: none"> <li>Edmentum Courseware Audit Report</li> </ul> </p>	

Target Student Group			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	<ul style="list-style-type: none"> <li>• Preplanning: Establish committee, assign roles, set expectations for monitoring, check ins, and individual learning plan. Committee discusses effective intervention strategies and prioritizes which strategies will be taught to all teachers during pre-planning</li> </ul>		
Action Step			
<p><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p> <p>2. Graduation cohort committee will provide check ins &amp; individual learning plan for targeted off track students</p>	<ul style="list-style-type: none"> <li>• August-September: Identify target off track students Students are assigned additional graduation mentor Have initial check-in with targeted students</li> <li>• October-December: Graduation mentor continues to monitor targeted students Adjust list of targeted students based on new enrollments &amp; 1<sup>st</sup> quarter performance Committee meets to determine if additional intervention strategies need to be implemented</li> <li>• January-February: Preplanning at the start of the second semester will include a review of strategies from the fall as well as any additional strategies identified by the committee in December Adjust list of targeted students based on new enrollments &amp; 1<sup>st</sup> quarter performance</li> <li>• March-April: Graduation mentor continues to monitor targeted students Adjust list of targeted students based on new enrollments &amp; 1<sup>st</sup> quarter performance</li> <li>• May: Graduation cohort committee will meet to determine strengths and areas of improvement and prepare for pre-planning the following year</li> </ul> <p><b>Artifacts to be Collected:</b></p>	<p><b>Evaluation Plan:</b> Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks  <input type="checkbox"/> Monthly  <input type="checkbox"/> Every other month  <input type="checkbox"/> <u>3 times per year</u>  <input checked="" type="checkbox"/> <u>Every month</u></p> <p><b>Data Analysis Plan:</b> Cohort committee will analyze data from Edmentum to determine students on track Identify off track students and assign a mentor</p> <p><b>Person(s) Collecting Evidence:</b></p> <p><input type="checkbox"/> Principal  <input type="checkbox"/> Assistant Principals  <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists  <input type="checkbox"/> CCC Leads  <input checked="" type="checkbox"/> Graduation Cohort Committee</p>	



	<p>Edmentum Courseware Audit Report Student tracking plan</p> <p><b>Person(s) Monitoring Implementation:</b></p> <p><input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><b>Frequency of Monitoring:</b> Monthly</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
<b>1. Required</b> <u>Annual Title I Meeting – Deadline (September 30)</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.	9/9/25		<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
<b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline (November 3)</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.	9/10 - 9/19/25		<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
<b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline (February 16)</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.	4/21/26		<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
<b>4. Required</b> <u>Building Capacity for Involvement (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	Fall 2025		<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
	Spring 2026		
<b>5. Required</b> <u>Transition Activities for parents of 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. <b><u>Briefly describe the transition activities here:</u></b> Virtual Information meeting about Post Secondary options. Virtual meeting about high school opportunities at COLA	10/28/25 2/10/26		<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

<b>6. Required:</b> Provide information related to school and parent/program meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<b><u>List documents translated for parents:</u></b> Fall Input Survey Annual Title I Meeting Spring Input Survey	<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
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**Academically Based School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)**

<b><u>Academically Based</u> School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>"Shall" Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s) <i>SWP Checklist 5.e</i></b>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
Virtual Parent Success Academy - educate parents on effective strategies to support their children's success in high school. Range of topics, including study habits, time management, and communication skills. Parents will understand the importance of regular attendance and recognize the signs of academic or emotional struggles. We will provide resources and tips on how to collaborate with teachers and school staff to ensure their child's academic and personal growth.	<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		Non-needed	8-26-25 1-27-26	Attendance roster Event Survey	Parent facilitator Principal
Post-secondary opportunities virtual parent session: session will provide parents with a comprehensive overview of the various pathways available after high school, including college, vocational training, apprenticeships, and direct entry into the workforce. We will discuss the benefits and requirements of each option. We will cover important topics such as the college application process, financial aid, scholarships, and the importance of early planning.	<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	Info Flyer/Posters	Non-needed	10-28-25	Attendance Roster; Attendee Survey	Counseling Dept Heads Parent Facilitator
Enrollment Meeting/Orientation At the start of the school year, students and families are invited to campus to receive training on how to access our districtwide communication system: ParentVue. The program allows families to easily communicate with teachers right from their phones as well as check student grades. They also receive training and support in accessing our learning platform CTLS. For COLA students, this includes how to access the live virtual students. (Goal 4 - CTLS Parent Resources -	<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	Student Handbook  Parent Vue login directions  Student transcript	Non-needed	(2025) 7-21, 7-25, 7-31 8-5, 8-12, 8-19 9-30 10-7, 10-21, 10-28 12-3, 12-17	Attendance roster Student enrollment form Parent survey	Asst Principal

Monitored by Academic Coach with attendance taken)					(2026) 1-5, 13, 20 3-3, 10, 17, 24		
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**GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:**

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. 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.
4. 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.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. 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:** The development of our schoolwide Title I plan is a collaborative process that integrates and aligns with a broad range of federal, state, and local programs and services to meet the academic and behavioral needs of all students. This coordination ensures that resources are used effectively and that support is comprehensive and equitable.  
  
 Our schoolwide plan is closely aligned with district-supported initiatives funded through Title I, Teachers receive professional development and coaching to implement these frameworks with fidelity, and instructional resources provided through Title I funds support classroom instruction and intervention.  
  
 The schoolwide plan also integrates services from other federally and state-funded programs, such as:

- Nutrition services provided through the National School Lunch Program and school-based food access initiatives to ensure students are healthy and ready to learn.
- Career and Technical Education (CTE) pathways, offered in partnership with the district and local colleges, to expose students to postsecondary opportunities and workforce readiness.
- Family engagement and adult education supports, including workshops on parenting, literacy, and navigating school systems, often in collaboration with Title III (ESOL) and community-based organizations.
- Coordination with McKinney-Vento liaisons and housing support services for students experiencing homelessness, ensuring access to academic resources, transportation, and wraparound services.

Through this coordinated approach, our schoolwide plan maximizes the impact of Title I funds and other resources, providing a coherent and effective support system for students and families.

#### **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 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:** Cobb Horizon reviews data from the End of Course tests to evaluate overall student performance, disaggregated by grade level, content area, and subgroup (e.g., English learners, students with disabilities, economically disadvantaged students). Trends over time are analyzed to determine areas of growth and concern. School leadership teams conduct regular walkthroughs, classroom observations, and teacher check-ins to ensure that instructional strategies outlined in the schoolwide program are being implemented with fidelity. They use observation rubrics and implementation checklists aligned with the program's goals. CCC's meet regularly to review student performance data. These meetings focus on identifying students who are not making adequate progress and discussing targeted interventions or instructional adjustments. Academic Coach will lead monthly evaluation of progress towards goals at Building Leadership Team meetings.

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:** Cobb Horizon reviews student performance data from state assessments and local benchmarks, specifically disaggregated by subgroups. By comparing subgroup performance over time, we can assess whether gaps are narrowing and whether previously underperforming students are making accelerated progress. Cobb Horizon tracks student growth, not just proficiency, using tools like Student Growth Percentiles (SGPs) from state assessments. This is especially important for students starting below grade level, as growth demonstrates movement toward mastery even if proficiency hasn't yet been reached. Additionally, we compare year-to-year trends in student achievement data to determine if overall performance is improving and whether specific populations are making sustained gains. These comparisons may include: annual proficiency rates, grade-level promotion and graduation rates, and decreases in remediation or retention.

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:** Our schoolwide Title I plan is a living document that is regularly monitored, evaluated, and revised to ensure it effectively supports continuous improvement in student achievement. The plan is reviewed by a school-based leadership team, which includes administrators, teachers, support staff, parents, and other stakeholders. This team meets regularly to review progress toward goals, analyze student performance data, and assess the impact of strategies and interventions outlined in the plan.

Revisions to the plan are documented annually, and significant midyear changes are submitted to the district as needed. These revisions are shared with staff and families to ensure transparency and promote shared responsibility for student success.

#### **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:** Our school implements a proactive, schoolwide multi-tiered system of supports (MTSS) to prevent and address problem behaviors and provide early intervention services. This model is designed to ensure that all students, including those who may be at risk for academic or behavioral difficulties, receive timely and appropriate support. Our approach aligns closely with the Individuals with Disabilities Education Act (IDEA) to ensure coordination between general and special education services.

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)*

**SCHOOL RESPONSE:** Our school is committed to ongoing, job-embedded professional development and strategic staffing practices to improve instruction, build staff capacity in data-driven decision-making, and recruit and retain effective educators, especially in high-need subject areas.

We provide continuous professional development aligned to schoolwide goals and student achievement data. Teachers, paraprofessionals, and instructional staff engage in workshops, CCC's (Cobb Collaborative Communities), and instructional coaching focused on evidence-based practices, differentiation, and standards-based instruction. Our academic coach and teacher leaders facilitate model lessons, peer observations, and collaborative planning to ensure effective implementation of instructional strategies across content areas.

To retain effective teachers, we foster a supportive professional environment through mentorship programs for new teachers, opportunities for leadership and growth, and recognition of staff contributions.

Through these coordinated efforts, our school strengthens instructional quality, builds staff capacity in using data to improve outcomes, and supports a stable and effective teaching workforce.

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:** N/A

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:** Our school is committed to preparing all students for success beyond high school by increasing awareness of postsecondary education opportunities and the workforce, with a focus on equitable access to advanced coursework and career pathways. We provide a range of supports and programs to ensure students are informed, engaged, and equipped for college and career readiness.

We begin college and career exploration early through dedicated advisement periods, classroom guidance lessons, career inventories, and interest assessments. School counselors, college advisors, and career specialists work collaboratively to host information sessions, college and career fairs, and workshops for students and families. These sessions cover financial aid (including FAFSA), scholarship opportunities, and the college admissions process. Partnerships with local colleges and technical schools help provide real-world exposure and site visits.

We are intentional in identifying and supporting underrepresented students in accessing advanced and postsecondary coursework. Outreach efforts include informational nights, family engagement events, and multilingual resources to ensure all students and families understand the available opportunities. Teachers and counselors are trained to recognize potential in all students and to encourage participation in college and career preparatory programs.

Through these strategies, our school ensures that students graduate with a clear plan for their future, whether that includes college, technical training, or entry into the workforce.

#### **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**

<b>Title I Personnel/Positions Hired to Support the School Improvement Goals</b> <i>SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)</i>			
<b>Position</b>	<b>Supports Goal(s)</b>	<b>Supports which system(s)</b>	<b>How will the primary actions of this position support the implementation of the School Improvement Plan?</b>
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	The Academic Coach will provide and/or coordinate all professional development required by plan. The Coach will participate in CCC meetings for ELA & Math to monitor implementation and progress. The Coach will also meet with Department Chairs and AOC team to monitor student progress in coursework.
Parent Facilitator	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will help coordinate required Title 1 parent engagement activities. He/she will serve as a liaison with the Latinx parent community. Improves the collaboration between parents, school personnel and community members; increases parent involvement in the educational process of their child; helps close the achievement gap between students in Title I and non-Title I schools; improves the communication among school personnel and non-English speaking parents.
ELL Content teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	The Title 1 funded Social Studies teacher will help to reduce class sizes in required content classes, particularly, US History, Econ and Government.

<b>School Improvement Goals</b> <i>Include goals on the parent compacts and policy</i>	
<b>Goal #1</b>	Percentage of students scoring beginning (Level 1) on the ELA End of Course test writing domain 07 will decrease from 82% (242) to 75% (222) of 295 students for the 26SY.
<b>Goal #2</b>	Reduce the percentage of students scoring at the Beginning Learner achievement level (1) on the CCRPI Algebra 1 EOC will decrease from 35.38% (46 students) to 20% (26 students) for the 26SY.
<b>Goal #3</b>	We will increase the 4-year graduation rate for the 2026 cohort from 58.14 (159 students) to 65% (178 students)