



School Improvement Action Plan



School Year:	2024 - 2025
School Name:	South Cobb High School
Principal Name:	Mr. Tommy Perry
Date Submitted:	6/17/2024
Revision Dates:	8/2/2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	South Cobb High School
<i>Team Lead</i>	TJ Perry
<i>Position</i>	Principal
<i>Email</i>	tommy.perry@cobbk12.org
<i>Phone</i>	77-819-2611

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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 Response:** In developing this plan, the school sought the advice of students, staff, and parents through the use of surveys. In addition, input from community stakeholders was sought through the principal advisory council, which includes community persons. Teachers gave input through their respective collaborative communities in addition to surveys. Instructional support personnel were 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. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE




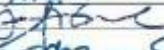

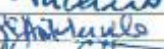




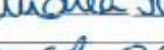

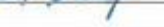
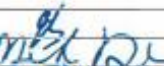
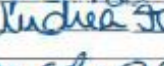


The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs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

Meeting Date(s):	4/17,4/24, 4/26,4/29,5/7,5/30,
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COMMITTEE MEMBERS SIGNATURE PAGE

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Position/Role	Printed Name	Signature
Principal	Mr. Tommy Perry	
Asst. Principal	Dr. Sean Strachan	
Asst. Principal	Mrs. Robin Dowdy	
Asst. Principal	Dr. Wilgan Joseph	
Asst. Principal	Mrs. Nichole Stennis	
Asst. Principal	Mrs. Angela Hurley	
Asst. Principal	Dr. Ormond Moore	
Asst. Principal	Mrs. Sonya Cook	
Asst. Principal	Mr. Brian Rathke	
Academic Coach	Mr. Ricardo Pacheco	
Academic Coach	Dr. Pauline Aikhuele	
Academic Coach	Ms. Staci Christian	
Parent Facilitator	Mrs. Adriana Breceda	
Parent Facilitator	Mrs. Sarah Klegin	
District Title I Coach	Dr. Denissa Brown	
Math Department Chair	Mrs. Andrea Farmer	
Counseling Department Chair	Jennifer Higgins-Brooks	
Science Department Chair	Dr. Micha Ducre	
Math Department Chair	Mrs. Andrea Farmer	
Community Partner	Pastor Reggie Fields	
EIA Department Chair	Miranda Payne	
Soc. Studies Department Chair	Bernard Giscard	
Parent		

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ELA Department Chair	Miranda Payne	
Soc. Studies Department Chair	Bernard Giscard	
Parent		

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 FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	To increase school performance on ALL end-of-course assessments by 3% 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)																																										
Was the goal met? <input checked="" type="checkbox"/> YES US History, American Literature <input checked="" type="checkbox"/> NO Algebra, Biology																																											
What data supports the outcome of the goal?	US History - EOC																																										
	*US History met the goal of 3% proficiency and above increase. 54% of students taking the US History EOC scored proficient and distinguished in 23-24. There was a 22% increase of students scoring proficient and distinguished on the US History EOC from 2022-23 to 2023-24.																																										
	<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr style="background-color: #ffff00;"> <th>Achievement Level</th> <th>2022-2023</th> <th>Winter 2023</th> <th>Spring 2024</th> <th>2023-2024</th> <th>2022-2024</th> </tr> </thead> <tbody> <tr style="background-color: #00b0f0; color: white;"> <td></td> <td style="text-align: center;">Students Tested - 476</td> <td style="text-align: center;">Students Tested - 239</td> <td style="text-align: center;">Students Tested - 205</td> <td style="text-align: center;">Students Tested - 444</td> <td style="text-align: center;">Increase or Decrease</td> </tr> <tr> <td style="background-color: #ffff00;">Level 1 - Beginning</td> <td>128/476 - 27%</td> <td>41/239 - 17%</td> <td>34/205 = 17%</td> <td>75/444 = 17%</td> <td>10% decrease</td> </tr> <tr> <td style="background-color: #ffff00;">Level 2 - Developing</td> <td>196/476 - 41%</td> <td>72/239 - 30%</td> <td>68/302 = 33%</td> <td>140/444 = 32%</td> <td>9% decrease</td> </tr> <tr> <td style="background-color: #ffff00;">Level 3 - Proficient</td> <td>131/476 - 28%</td> <td>108/239 - 45%</td> <td>83/205 = 44%</td> <td>191/444 = 45%</td> <td>17% increase</td> </tr> <tr> <td style="background-color: #ffff00;">Level 4 - Distinguished</td> <td>21/476 - 4%</td> <td>18/239 - 8%</td> <td>20/205 = 10%</td> <td>38/444 = 9%</td> <td>5% increase</td> </tr> <tr style="background-color: #ffff00;"> <td style="text-align: center;">Levels 3 & 4</td> <td style="text-align: center;">152/476 - 32%</td> <td style="text-align: center;">126/239 = 53%</td> <td style="text-align: center;">103/205 = 54%</td> <td style="text-align: center;">229/444 = 54%</td> <td style="text-align: center;">22% Increase from 22-23 to 23-24</td> </tr> </tbody> </table>	Achievement Level	2022-2023	Winter 2023	Spring 2024	2023-2024	2022-2024		Students Tested - 476	Students Tested - 239	Students Tested - 205	Students Tested - 444	Increase or Decrease	Level 1 - Beginning	128/476 - 27%	41/239 - 17%	34/205 = 17%	75/444 = 17%	10% decrease	Level 2 - Developing	196/476 - 41%	72/239 - 30%	68/302 = 33%	140/444 = 32%	9% decrease	Level 3 - Proficient	131/476 - 28%	108/239 - 45%	83/205 = 44%	191/444 = 45%	17% increase	Level 4 - Distinguished	21/476 - 4%	18/239 - 8%	20/205 = 10%	38/444 = 9%	5% increase	Levels 3 & 4	152/476 - 32%	126/239 = 53%	103/205 = 54%	229/444 = 54%	22% Increase from 22-23 to 23-24
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*American Literature met the goal of 3% proficiency and above increase. 42% of students taking the American Literature EOC scored proficient and distinguished in 2023-24. There was a 9% increase of students scoring proficient and distinguished on the American Literature EOC from 2022-23 to 2023-24.																																											
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Level 1 - Beginning	148/522 - 28%	47/236 - 20%	75/209 = 35%	101/445 = 28%	0%																																						

Level 2 - Developing	207/522 - 40%	85/236 – 36%	57/209 = 28%	143/445 = 32%	8% decrease
Level 3 - Proficient	150/522 - 29%	89/236 – 38%	69/209 = 33%	158/445= 36%	7% increase
Level 4 - Distinguished	17/522- 4%	15/236 – 6%	8/209 = 5%	23/445 = 6%	2% increase
Level 3 & 4	167/522 - 33%	104/209 = 50%	77/209 = 38%	181/445 = 42%	9% Increase from 22-23 to 23-24

2023-24 is a transition year for implementing the new math standards. The EOC scores will not be returned before the end of the school year. The EOC data will be updated later in the year as soon as the EOC scores are released.

FOA – 86% (250/288) of students scored Below Basic and Basic on the fall 2023 (initial) administration. 84% (163/193) of students scored Below Basic and Basic on the 2nd MI administration in January 2024.

FOA students showed a 25% points growth in proficiency levels from the January to May administrations.

Algebra – Algebra students showed 26% points growth in proficiency levels from the initial MI in August 2023 to December 2023.

Algebra students also showed 18% growth in proficiency levels from the initial MI in January to the May administration.

Math Inventory Test

Math Courses	Initial Administration – August 2023				2 nd Administration – January 2024 for FOA December 2023 for Algebra			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
F.O.A.	60% 175/288	26% 75/288	7% 19/288	7% 19/288	56% 109/193	28% 54/193	10% 19/193	6% 11/193
Algebra	52% 71/136	38% 52/136	9% 12/136	1% 1/136	40% 60/154	24% 38/154	18% 27/154	18% 27/154
Math Courses	Initial Administration – January 2024				2 nd Administration – May 2024			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
F.O.A.	56% 109/193	28% 54/193	10% 19/193	6% 11/193	31% 67/216	31% 67/216	15% 32/216	23% 50/216
Algebra	40% 28/70	37% 26/70	10% 7/70	13% 9/70	29% 25/87	30% 26/87	19% 17/87	22% 19/87

Algebra EOC

Achievement Level	2022-2023	Winter 2023	Spring 2024	2023-2024	2023-2024
	CCRPI – 98.39% participation	Students Tested -	Students Tested -	Scores Pending	
Level 1 - Beginning	37.94%				
Level 2 - Developing	35.08%				
Level 3 - Proficient	21.25%				
Level 4 - Distinguished	5.73%				
Level 3 & 4	26.98%				

Biology did NOT MEET the goal of 3% increase.

Combined proficiency for Level 3 and Level 4 students saw a 7.31% decrease from 2022 to 2024, missing the target of a 3% increase.

Biology

Achievement Level	2022-2023	Winter 2023	Spring 2024	2023-2024	2023-2024
	CCRPI – 97.22% participation	Students Tested 296	Students Tested 333	Students tested	
Level 1 - Beginning	30.26 %	121/296 – 41%	97/333 – 29.1%	218/629 – 35%	4.74 Increase
Level 2 - Developing	23.43%	82/296 – 28%	97/333 – 29.1%	179/629 – 28%	4.57 Increase
Level 3 - Proficient	37.64%	80/296 – 27%	109/333 – 32.7%	189/629 – 30%	7.64 Decrease
Level 4 - Distinguished	8.67%	13/296 – 4%	30/333 – 9%	43/629 – 7%	1.67 Decrease
Level 3 & 4	46.31%	31%	46%	39%	7.31% Decrease

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Biology: To succeed in the Biology End of Course (EOC) assessment, we need to implement strategies that make teaching and testing more rigorous, clearly distinguishing between difficulty and complexity. We will provide targeted support for students at Levels 1 and 2 to help them improve their performance. This includes using teaching methods and materials that align with the EOC requirements, which are 50% science and engineering practices and 50% biology content. Additionally, teachers will receive professional development focused on differentiated instruction and effective formative assessments to identify and address learning gaps. Collaborating with other educators to share best teaching practices will further enhance student performance in biology.

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>History– Actionable strategies that were implemented to address the areas of need are as follows:</p> <ol style="list-style-type: none"> 1. Teachers participated in professional development sessions 2. Teachers participated in a full day of collaboration for CCC’s 3. Implemented a remediation plan <p>American Literature – Actionable strategies that were implemented to address the areas of need are as follows:</p> <ol style="list-style-type: none"> 1. Teachers participated in professional development sessions. 2. Teachers participated in a full day of collaboration for CCC’s. 3. Utilizing “No Red Ink” 4. Teachers implemented timed writing and “writing with color”. 5. Teachers implemented a remediation plan.
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<p>Previous Year’s Goal #2</p>	<p>To increase the percentage of students reading at or above grade level by 3% based on the initial Reading Inventory data given in August and January by the end of the school year 2023-2024.</p>					
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>						
<p>What data supports the outcome of the goal?</p>	<p>1st Semester – 2023-2024</p>		<p>Proficient or Advanced</p>		<p>August – December</p>	
	<p>9th Grade – 392 tested</p>		<p>9th Grade - 179/392 - 46%</p>		<p>6% Increase</p>	
	<p>10th Grade – 250 tested</p>		<p>10th Grade - 148/250 - 59%</p>		<p>3% increase</p>	
	<p>11th Grade – 252 tested</p>		<p>11th Grade - 131/252 - 52%</p>		<p>1% Increase</p>	
	<p>12th Grade – 277 tested</p>		<p>12th Grade - 136/277 - 49%</p>		<p>0%</p>	
	<p>Total Tested – 1,171</p>		<p>52% of 9th -12th grade students are proficient or advanced</p>		<p>2% growth</p>	
	<p>January 2024</p>		<p>Proficient or Advanced</p>		<p>March 2024</p>	
	<p>9th Grade – 291 tested</p>		<p>9th Grade – 128/291 – 43%</p>		<p>9th grade – 143/322 - 44%</p>	
					<p>January - March</p> <p>1% increase</p>	

10 th Grade – 259 tested	10 th Grade – 156/259 – 60%	10 th Grade – 308 tested	10 th Grade – 179/308 – 58%	2% decrease
11 th Grade – 188 tested	11 th Grade – 96/188 – 51%	11 th Grade – 207 tested	11 th Grade – 105/207 – 51%	0%
12 th Grade – 175 tested	12 th Grade - 91/175 – 52%	12 th Grade – 198 Tested	12 th Grade – 101/198 – 51%	1% decrease
Total Tested 913	52% of 9th - 12th grade students are proficient or advanced	51% of 9th - 12th grade students are proficient or advanced		

1 st Semester 2023-2024	Proficient or Advanced	2 nd Semester 2023-2024	Proficient or Advanced	August - May
9 th Grade – 392 tested	9 th Grade - 179/392 - 46%	9 th Grade - 269 tested	9 th Grade - 134/269 = 50%	9 th Grade - 281/530 – 53%
10 th Grade – 250 tested	10 th Grade - 148/250 - 59%	10 th Grade - 287 tested	10 th Grade - 178/287 – 62%	10 th Grade - 283/457 – 62%
11 th Grade – 252 tested	11 th Grade - 131/252 - 52%	11 th Grade 186 tested	11 th Grade 96/186 = 52%	11 th Grade - 173/342 = 51%
12 th Grade – 277 tested	12 th Grade - 136/277 - 49%	12 th Grade 153 tested	12 th Grade 73/153 – 48%	12 th Grade - 155/310 – 50%
Total Tested 1,171	52% of 9th -12th grade students are proficient or advanced	Total Tested 859	53% of 9th - 12th grade students are proficient or advanced	54% of 9th – 12th graders were proficient or advanced.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ol style="list-style-type: none"> 1. 100% of the Social Studies teachers implemented Achieve 3000 in their course curriculum to support Lexile growth within a semester. 2. During literacy block teachers implemented writing prompts weekly, scored within CTLS to support writing and Lexile growth.
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<p>Previous Year's Goal #3</p>	<p>Goal 3: To improve the school Climate by reducing the number of Out of School Suspension days (OSS) and Unexcused absences (AUX) from the 2022-2023 SY to the 2023-2024 SY by 5%.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The data that supports the goal in discipline data from Synergy and Ontrack.</p> <p>MAY 2024 vs. MAY 2023 96 total referrals vs. 119 total referrals 19% decrease ISS Days: 97 OSS Days: 158 vs. ISS Days: 103 OSS Days: 141 ISS 9% decrease OSS 12% increase</p> <p>SECOND SEMESTER 2024 vs. SECOND SEMESTER 2023 928 total referrals vs. 1,013 total referrals 8% decrease ISS Days: 1,064 OSS Days: 1,298 vs. ISS Days: 907 OSS Days: 1,501 ISS 17% increase OSS 14% decrease</p> <p>FULL YEAR 23-24 vs. FULL YEAR 22-23 1,916 total referrals vs. 2,111 total referrals 9% decrease ISS Days: 1,908 OSS Days: 2,485 vs. ISS Days: 1,803 OSS Days: 2,972 ISS 6% increase OSS 16% decrease</p>

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

1. Further implementation of PBIS
2. More targeted intervention for skipping which is the number one disciplinary infraction
3. Implementation of the LAS late arrival system to track student tardies

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> 9th – 11th grade students demonstrated a 74% growth in timed writing in 1st and 2nd semester. 	<ul style="list-style-type: none"> ELA teachers need professional development of how to add rigor to instruction, to match the standard, and the common assessment with balanced DOK levels. 	<ul style="list-style-type: none"> CCC Meeting Documentation RI Assessment Data EOC Assessment Data CTLS Common Assessment data
Math	<ul style="list-style-type: none"> FOA/Algebra and Pre-Calc. had the highest % of DOK 2 & 3 questions on summative assessments with the Pre-Calc. students performing at a 10% higher proficiency on the school-based assessments – Rational, Piecewise, and Trig. Functions. Geometry used more manipulatives for instruction resulting in a 2% increase in overall grade averages for units 1 – 4 from the 1st to 2nd semester. Pre-Calc. implemented self-paced learning for 2 units resulting in a 17% increase grade average for those units from 1st to 2nd semester. 7% increase in units 1 – 5 grade averages in Hon. Advanced Algebra from 1st to 2nd semester. 	<ul style="list-style-type: none"> FOA and Algebra were weak in the following standards in units 1- 4: explaining the sum and product of rational and irrational numbers, graphing, and real-life applications of linear systems of inequalities, relating the domain and range of a function to its graph, and Transformations of quadratic functions. 86% (250/288) of foundations of algebra students scored below basic and basic on the MI. (Winter 2023) 84% (163/193) of foundations of algebra students scored below basic on the MI. (Spring 2024) 	<ul style="list-style-type: none"> School-based Common Assessments
Science	<p>Winter 2023 EOC data shows that 57% of the students were below target in the evolution domain follow by Ecology at 55%.</p> <p>Spring 2024 EOC data shows that 47% of the students were below target in the ecology domain follow by evolution at 37%.</p> <p>Common assessment data from CTLS shows an average grade of 57% on the ecology unit.</p>	<p>Winter 2023 EOC data shows that 21% of the students met the target in the genetics domain follow by Ecology at 21%.</p> <p>Spring 2024 EOC data shows that 31% of the students met the target in the cells domain follow by Ecology at 32%.</p> <p>Common assessment data from CTLS shows an average grade of 59% in the Genetics unit.</p>	<ul style="list-style-type: none"> EOC Data CTLS Common assessment data

Social Studies	<ul style="list-style-type: none"> • There was a 73 Point increase in Achieve Lexile growth. • EOC data 58% were proficient in Domain 1 "Colonization through the Constitution" and 78% of students were proficient in Domain #4 "Establishment of World Power." 	<ul style="list-style-type: none"> • Less than 50% of teachers implemented the 5-step Achieve 3000 articles that included writing. 	<ul style="list-style-type: none"> • Achieve 3000 Monthly Data Reports • CCC Meeting Documentation • EOC Assessment Data • CTLS Common Assessment Data
Discipline / School Climate Data	The incidents of OSS have been reduced overall by 16% from the previous year to the current.	The Incidents of ISS have however increased by 6%. Skipping still tends to remain a chronic problem for students at South Cobb High school.	PBIS Data Discipline data from Synergy and Ontrack.
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> • The following PD were provided for math teachers: <ul style="list-style-type: none"> ○ Understanding the New Math Standards ○ Writing DOK 3 questions ○ Strategies from NCTM were shared with CCC's. 	<p>ELA</p> <ul style="list-style-type: none"> • ELA teachers need support in creating learning targets, performance of understanding and criteria for success statements. <p>Math</p> <ul style="list-style-type: none"> • Math teachers have a better understanding of the new standards and the required DOK levels. <p>Science:</p> <p>PDs on: Phenomena-Based Learning, Deconstructing Standards (Learning Targets), and Writing DOK 3 and 4 Questions.</p> <p>Phenomena-Based Instruction Increase from 16% to 25%.</p> <p>Effective Learning Targets, increase from 20% to 60%.</p> <p>Effective Instructional Strategies decrease from 68% to 50% inappropriate strategies.</p> <p>Student Achievement Data: Unit Test Scores: Fall 2023: 40-50%</p>	

		<p>Spring 2024: 50-60%</p> <p>Modest improvement, indicating need for stronger interventions.</p> <p>Engagement Levels:</p> <p>No Engagement: 48% to 40%</p> <p>Fully Engaged: 16% to 20%</p> <p>Slight improvement, but many students still disengaged.</p> <p>Performance by Student Categories:</p> <p>ELL Students:</p> <p>From 49.4% to 55%</p> <p>Improvement due to targeted support.</p> <p>Gifted Students:</p> <p>Spring 2024: 75%</p> <p>Effective challenge and support.</p> <p>On-Level Students:</p> <p>From 52.7% to 55%</p> <p>Slight improvement, continued support needed.</p> <p>SWD Students:</p> <p>From 51.3% to 45%</p> <p>Decline highlights need for tailored support.</p>	
<p>Other</p>			

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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"> • SWD – 17/119 – 15% of students scored Proficient & Advanced on RI (Winter 2023) • ELL – 121/289 – 42% of students scored Proficient & Advanced on RI (Winter 2023) • Black/Hispanic/Multi – 819/1,539 – 53% of students scored Proficient & Advanced on RI (Winter 2023) 	<ul style="list-style-type: none"> • SWD – 102/119 – 86% of students scored Basic & Below Basic on RI (Winter 2023) • ELL – 168/289 – 58% of students scored Basic & Below Basic on RI (Winter 2023) • Black/Hispanic/Multi – 720/1,539 – 47% of students scored Basic & Below Basic on RI (Winter 2023) 	<ul style="list-style-type: none"> • 2023-2024 RI Data • FY24 EOC Data
Math	<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"> • ELL – 14% (21/145) of students scored Proficient & Advanced on MI (Winter 2024) • Black/Hispanic/Multi – 60% (87/145) of students scored Proficient & Advanced on MI (Winter 2024) • SWD – 1% (1/145) of students scored Proficient & Advanced on MI (Winter 2024) 	<ul style="list-style-type: none"> • ELL – 10% (37/379) of students scored Below Basic & Basic on MI (Winter 2024) • Black/Hispanic/Multi – 42% (159/379) of students scored Below Basic & Basic on MI (Winter 2024) • SWD – 7% (27/379) of students scored Below Basic & Basic on MI (Winter 2024) 	<ul style="list-style-type: none"> • 2023-2024 MI Data
Science	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Gifted Students average grades in all common assessments' units around $75 \pm 15\%$ in Spring 2024.</p> <p>On-Level Students average grades in all common assessments' units of $52.7 \pm 20.6\%$ in Fall 2023 and $55 \pm 21\%$ in Spring 2024.</p>	<p>Students with Disabilities (SWD) average grades in all common assessments' units around $51.3 \pm 21.4\%$ in Fall 2023, and $45 \pm 24\%$ in Spring 2024,</p> <p>and English Language Learners (ELL) average grades in all common assessments' units</p>	<p>CTLIS Common assessment data</p>

			around 49.4 ± 21.3% in Fall 2023 and 55 ± 20% in Spring 2024.	
Social Studies	<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			<ul style="list-style-type: none"> • FY24 EOC Data
Discipline / School Climate Data	<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			
Professional Learning	<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			
Other	<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			

<p>Statement of Concern #1</p>	<p>ELA</p> <ul style="list-style-type: none"> • 132/236 - 56% of students scored beginning and developing on the American Literature EOC (Winter 2023) • 37/236 – 16% of “bubble” students scored between 75%-59% on the American Literature EOC (Winter 2023) • 132/209 - 63% of students scored beginning and developing on the American Literature EOC (Spring 2024) • 26/209 - 12th of “bubble” students scored between 75%-79% on the American Literature EOC (Spring 2024) <p>2023-2024 American Literature</p> <ul style="list-style-type: none"> • 445 Tested • 101/445 - 28% of students scored in the beginning level on the American Literature EOC. • 143/445 - 32% of students scored in the developing level on the American Literature EOC. • 158/445 - 36% of students scored in the proficient level on the American Literature EOC. • 23/445 - 6% of students scored in the distinguished level on the American Literature EOC. <p>Literacy – Lexile Level:</p> <ul style="list-style-type: none"> • 422/811 – 52% of students scored below basic and basic on the RI. (Winter 2023) • 434/902 – 48% of students scored below basic and basic on the mid-semester RI (Spring 2024)
<p>Root Cause #1 - (Within control) Impacts which system(s): <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</p>	<ul style="list-style-type: none"> • ELA teachers need support in creating learning targets, performance of understanding and criteria for success statements.
<p>Root Cause #2 - (Within control) Impacts which system(s): <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</p>	<ul style="list-style-type: none"> • ELA teachers need professional development on how to analyze data and use that data to target those specific students and push them from a developing to proficient level on the American Literature EOC.

<p>Root Cause #3 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> • ELA teachers need professional development of how to add rigor to instruction, to match the standard, and the common assessment with balanced DOK levels.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Transient population, tardies, and poor attendance are all contributing factors..
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<ul style="list-style-type: none"> • To increase school performance on the American Literature EOC assessment by 3% at the proficiency level (Level III and IV) as measured by the EOC assessments given at the end of the 2024-2025 school year.

Statement of Concern #2	Social Studies <ul style="list-style-type: none"> • 113/239 - 47% of students scored beginning and developing on the US History EOC (Winter 2023) • 30/239 – 13% of “bubble” students scored between 75%-59% on the US History EOC (Winter 2023) • 102/205 - 50% of students scored beginning and developing on the US History EOC (Spring 2024) • 23/205 - 11% of “bubble” students scored between 75%-59% on the US History EOC (Spring 2024)
Root Cause #1 - (Within control) Impacts which system(s): <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	<ul style="list-style-type: none"> • Social Studies teachers need professional development of how to add rigor to instruction, to match the standard, and the common assessment with balanced DOK levels.
Root Cause #2 - (Within control) Impacts which system(s): <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	<ul style="list-style-type: none"> • Social Studies teachers need professional development on how to analyze data to support “bubble” students and use that data to target those specific students and push them from a developing to proficient level on the US History EOC.
Root Cause #3 - (Within control) Impacts which system(s): <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	<ul style="list-style-type: none"> • Social Studies teachers need professional development in implementing DBQ’s and document-source writing within their curriculum.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • Intrinsic motivation, transient population, tardies, poor attendance, and performing and reading below grade level prior to entering high school are all contributing factors.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<ul style="list-style-type: none"> • To increase school performance on the US History EOC by 3% at the proficiency level (Level III and IV) as measured by the EOC assessments given at the end of the 2024-2025 school year.

Statement of Concern #3	FOA/Algebra 250/288 – 86% of students scored below basic and basic on the MI. (Winter 2023) 163/193 – 84% of students scored below basic on the MI. (Spring 2024)
Root Cause #1 - (Within control) Impacts which system(s): <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	<ul style="list-style-type: none"> • Decrease in summative grade averages from 1st to 2nd semester in Algebra from 62% to 61%. • Teachers need to utilize strategies that support the rigor of the new math standards.
Root Cause #2 - (Within control) Impacts which system(s): <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	<ul style="list-style-type: none"> • DOK-audit showed an average of 46% DOK-1 questions, 47% DOK-2 questions, and 7% DOK-3 on Algebra summative assessments. • Teachers need to increase DOK-2 and DOK-3 questions on formative and summative assessments.
Root Cause #3 - (Within control) Impacts which system(s): <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	<ul style="list-style-type: none"> • 86% (250/288) of students scored below basic and basic on the MI – Fall 2023 • 84% (163/193) of students scored below basic and basic on the MI – Spring 2024 • SWD and ELL subgroups continue to struggle due to vocabulary and the analytical and critical thinking of the new standards based on their performance on the MI and the summative unit assessments.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Poor student attendance, lack of student motivation, and completion of assignments.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<ul style="list-style-type: none"> • To increase school performance on all end-of-course assessments by 3% at the proficiency level (Level III and IV) as measured by the EOC assessments given at the end of the 2024 - 2025 school year in Algebra. • To increase the Foundations of Algebra and Algebra student's achievement level by 3% based on the initial universal screening data given in August, November, January, and by the end of the 2024 - 2025 school year.

<p>Statement of Concern #4</p>	<p>Biology: There is a noticeable increase in students scoring at Level 1 (Beginning) from 30.26% in 2022-2023 to 35% in 2023-2024. This indicates that more students are struggling with the basic understanding of the material. The percentage of students scoring at Levels 3 (Proficient) and 4 (Distinguished) combined has decreased from 46.31% in 2022-2023 to 39% in 2023-2024. Despite some efforts to improve teaching strategies and engagement, the overall improvement in test scores has been modest. Engagement levels have slightly improved, but many students remain disengaged, which directly impacts their learning outcomes.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <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</p>	<p>Inadequate Integration of Phenomena and the 3D Model of Science Education: There is a shortfall in effectively integrating phenomena-based learning and the 3D model of science education within the curriculum.</p>
<p>Root Cause #2 - (Within control) Impacts which system(s): <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</p>	<p>Need more alignment between high DOK assessments The assessments need to be more rigorous DOK level 3 and above.</p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <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</p>	<p>Ineffective Translation of PD into Classroom Practice: There needs to be more professional development and monitoring of the implementation in the classroom.</p>
<p>Contributing Factors (Outside of control)</p>	<p>A significant contributing factor to the learning process is school attendance is a concern. Students not in the classroom miss valuable instruction.</p>
<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>To increase school performance on all end-of-course assessments by 3% at the proficiency level (Level III and IV) as measured by the EOC assessments given at the end of the 2024 - 2025 school year in Algebra.</p>

South Cobb High FY25 School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>By May 2025, increase the percentage of students in Algebra scoring Proficient and Distinguished by 5% (approximately 199 students out of 511 students), as measured by the EOC assessments.</p> <p>By May 2025, increase the percentage of students in Biology scoring Proficient and Distinguished by 3% (approximately 245 students out of 588 students tested), as measured by the EOC assessments.</p> <p>By May 2025, increase the percentage of students in American Literature scoring Proficient and Distinguished by 3% (approximately 241 students out of 450 tested), as measured by the EOC assessments.</p> <p>By May 2025, increase the percentage of students in U.S. History scoring Proficient and Distinguished by 3% (approximately 291 students out of 450 tested) as measured by the EOC assessments.</p>
Goal #2	<p>Based on the initial Beacon universal screening baseline (beginning of the course), increase by 3%, the percentage of students in Foundations of Algebra who score in the proficient level (approximately 143 students out of 511 students), at the final test administration (end of the course).</p>
Goal #3	<p>By May 2025, attain a 3% increase in the percentage of students in grades 9th - 12th reading at-or-above Grade Level (approximately 940 students out of 1639 tested), based on the iReady baseline data given August 2024 through May 2025.</p>
Goal #4	<p>To increase the South Cobb High School graduation rate by 3% from the 2023-2024 school year to the end of the 2024-2025 school year.</p>

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
ELA/Social Studies/ Math Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	To support teachers with improving instruction by providing strategies and professional development in ELA, Science, Social Studies and Math to support all teachers in implementing literacy strategies for all students.
Edmentum Classroom teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Facilitates computer-based, self-paced instruction for credit recovery students that enables them to learn and achieve to the maximum of their abilities. To support students with the effective remediation skills to move for them to be successful when moved back to face-to-face instruction.
Targeted Support Writing Teacher ½ time.	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Targeted support writing teachers will work with students in a writing class to teach reading and literacy strategies to assist in growing student Lexile reading levels.
2 Parent Facilitators	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" 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 checked="" type="checkbox"/> Family Engagement	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; assists with the facilitation of School Improvement Plan goals; serves as a liaison between parents and school personnel.

<p>Math Classroom Teacher Foundations of Algebra</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 	<ul style="list-style-type: none"> <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 	<p>To support students with the effective remediation skills to prepare them for Algebra I. Students in Foundations of Algebra need additional academic support.</p>
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<p style="text-align: center;">GOAL #1</p>	<p>By May 2025, increase the percentage of students in Algebra scoring Proficient and Distinguished by 5% (approximately 199 students out of 511 students), as measured by the EOC assessments.</p> <p>By May 2025, increase the percentage of students in Biology scoring Proficient and Distinguished by 3% (approximately 245 students out of 588 students tested), as measured by the EOC assessments.</p> <p>By May 2025, increase the percentage of students in American Literature scoring Proficient and Distinguished by 3% (approximately 241 students out of 450 tested), as measured by the EOC assessments.</p> <p>By May 2025, increase the percentage of students in U.S. History scoring Proficient and Distinguished by 3% (approximately 291 students out of 450 tested) as measured by the EOC assessments.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p><u>American Literature</u></p> <p>a) 9th – 12th grade ELA teachers will imp the standard’s DOK levels instructional strategies such as Socratic seminar, synthesis analysis writing, literary essay analysis.</p>	<p>PD from District & Academic Coaches</p> <p>District Coaches</p> <p>Writing Software</p> <p>Metro District RESA</p>	<p>Title I</p> <p>Local Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> 100% of ELA teachers will implement three instructional strategies that align to the rigor of the standards by December 2024 as evidenced walk through forms. <p>Implementation Plan:</p> <ul style="list-style-type: none"> August: Provide PD for implementation of instructional rigorous strategies to ensure they match the DOK levels of the standards. September: ELA teachers will implement the 1st rigorous instructional strategy embedded in their curriculum. Monthly instructional walks will begin 	<p>Evaluation Performance Target:</p> <ul style="list-style-type: none"> By January of 2025, 70% of students will demonstrate proficiency on ELA Common summative assessments. <p>Evaluation Plan:</p> <ul style="list-style-type: none"> Beginning September 2024 students will begin common summative assessments. Data from common assessments will be analyzed during CCC meetings. <p>Evidence:</p>	<p>Academic Coaches</p>

				<p>with feedback provided to CCC's.</p> <ul style="list-style-type: none"> • October: Continue instructional walks with feedback provided to CCC's. • Nov-December: Feedback, and instructional adjustments as needed will continue. <p>Artifacts:</p> <ul style="list-style-type: none"> • PD Agendas • Walk Through forms • CCC Documentation 	<ul style="list-style-type: none"> • Data from common summative assessment. • Walk-through data 	
<p>Math</p> <p>a) All math teachers will use DOK-levels 2 & 3 questions during weekly instruction as indicated by instructional walks.</p>	<p>District Academic Coaches</p> <p>South Cobb Academic Coaches</p>		<p>August 2024</p>	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> • 100% of math teachers will use DOK-levels 2 & 3 questions by October 2024 as evidenced by instructional walks. <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Conduct Professional development on writing DOK leveled questions as needed. • Math CCCs will develop DOK levels 2 & 3 instructional tasks aligned to school based common assessments. • Conduct classroom observations for implementation of instructional tasks and questions at DOK level 2 & 3 	<p>Evaluation Performance Target:</p> <p>By December of 2024, 70% of students will score 75% or higher on School-based Common Assessments containing level 2 & 3 DOK levels.</p> <p>Evaluation Plan:</p> <p>September: Data from assessments will be analyzed during the weekly CCC meeting and adjustments to instruction will be made.</p> <p>Evidence: Summary of walkthrough and CTLS Common Assessments data.</p>	<p>Academic Coaches</p>

				<ul style="list-style-type: none"> Academic Coach will provide modeling of DOK 2 & 3 instructional tasks as needed. Targeted support will be provided in coaching cycles as needed. <p>Artifacts:</p> <ul style="list-style-type: none"> a) Walkthrough forms b) CCC Minutes c) Common assessments 		
<p><u>Social Studies</u></p> <p>a) 9th – 12th grade Social Studies teachers will implement instructional strategies to match the standard’s DOK (Depth of Knowledge) levels, weekly.</p>	PD from District and Academic Coaches	Title I Funds & Local Funds	August 2024	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> 100% of Social Studies teachers will implement three instructional strategies that align to the rigor of the standards by December 2024 as evidenced walk through forms. <p><u>Implementation Plan:</u></p> <ul style="list-style-type: none"> August: Provide PD for implementation of instructional strategies to ensure they align the DOK levels of the standards. September: Social Studies teachers will implement the 1st instructional strategy embedded in their curriculum. Monthly instructional walks will begin with feedback provided to CCC’s. October: Continue instructional walks with feedback provided to CCC’s. Nov-December: Feedback, and instructional 	<p><u>Evaluation Performance Target:</u></p> <p>By January 2025, 60% of students will show growth on CTLS common assessments.</p> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> Beginning September 2024 students will begin common summative assessments. Data from common assessments will be analyzed during weekly CCC meetings. Instructional adjustments will be made and documented. <p><u>Evidence:</u></p>	<p>Academic Coaches</p> <p>Department Heads</p>

				<p>adjustments as needed will continue.</p> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • PD Agendas • Walk Through forms • CCC Documentation 	<ul style="list-style-type: none"> • Data from CTLS Common Assessments • Walk-through Data • Data reports indicating student DBQ's scores. 	
<p align="center">Science</p> <p>Teachers will implement the framework for the 3D Model of Science and align inquiry-based instructional tasks to the standards each week (at Level 3 & 4 DOK)</p>	<p>CCSD District Academic Coaches</p> <p>SCHS Academic Coaches</p> <p>Metro District RESA</p>	Title I	08/2024	<p><u>Implementation Performance Target:</u></p> <p>By end of October, 100% of Science teachers will implement phenomena guiding question boards (GQBs) into instruction as evidenced by instructional walks.</p> <p><u>Implementation Plan:</u></p> <ul style="list-style-type: none"> • Conduct PLs on Formulating Effective Guiding Questions using the Guiding Question Board (GQB). • Conduct classroom observations for the Components of the Science & Engineering Practices • Teachers will administer Unit Assessments and Labs • CCCs will analyze data from the assessments and share instructional practices, and reflections <p><u>Artifacts:</u></p> <p>Walkthrough Forms CCC Minutes CTLS Assessments reflections</p>	<p><u>Evaluation Performance Target:</u></p> <p>By end of each Unit, at least 60% of students will score at proficiency <u>and</u> All students will demonstrate a 20% incremental growth on each Unit Test & Labs (Common Assessments in CTLS).</p> <p><u>Evaluation Plan:</u></p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Summary of data from CTLS Common Assessments • Summary of observations data 	<p>Academic Coach</p> <p>Assistant Principal for Science</p>

<p>IX. AVID: SCHS will continue to implement the AVID model into the instructional practices for all content areas to support writing collaboration, organization and reading for students at SCHS.</p>	<p>AVID Conference</p> <p>AVID Resources</p> <p>WICOR Wednesday</p> <p>AVID coaches</p>	<p>Title I and local funds</p>	<p>8/2023</p>	<p><u>Implementation Performance Target:</u></p> <p><u>Implementation:</u> 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.</p> <p><u>Artifacts:</u> Minutes, data discussion, WICOR Wednesday, Walks</p>	<p><u>Evaluation Performance Target:</u></p> <p><u>Evaluation of Impact:</u> Increase student participation from 72 students to 103 by mid-year. Students will learn skills that will lead toward graduation.</p> <p><u>Evidence:</u> EOC, CTLS Assess, grades, formative and summative assessments.</p>	<p>Principal</p> <p>Mr. Joseph AP</p> <p>AVID Lead Teacher District AVID coordinator</p>

GOAL #2	Based on the initial Beacon universal screening baseline (beginning of the course), increase by 3%, the percentage of students in Foundations of Algebra who score in the proficient level (approximately 13 students), at the final test administration (end of the course).					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
1. ELL Math Teachers will receive professional development in the Elevate program. Teachers will utilize resources to support the ELL students in increasing their proficiency level.	ELEVATE	Title 1	August 2024	Implementation Performance Target: <ul style="list-style-type: none"> 100% of ELL Math teachers will implement ELEVATE within their curriculum. <p>Implementation Plan:</p> <ul style="list-style-type: none"> Professional Development from the district to support the implementation of ELEVATE within the curriculum. <p>Artifacts:</p> <ol style="list-style-type: none"> BEACON Data Reports Walk Through forms PD Attendance record 	Evaluation Performance Target: <ul style="list-style-type: none"> By January 2025, 70% of students in ESOL FOA and Algebra classes will demonstrate proficiency on the January administration of the universal screener (BEACON). <p>Evaluation plan:</p> <ul style="list-style-type: none"> Beginning September 2024, ELL teachers will begin utilizing the ELEVATE program. <p>Evidence:</p> <ol style="list-style-type: none"> ELEVATE usage reports. Data from common assessments. 	

<p style="text-align: center;">GOAL #3</p>	<p>By May 2025, attain a 3% increase in the percentage of students in grades 9th-12th reading at-or-above grade level (approximately 940 students out of 1639 tested) based on the IReady baseline data given August 2024 through May 2025.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>1) 9th – 12th grade Social Studies teachers will continue utilizing Achieve 3000, completing three 20-minutes lessons weekly which will support students in vocabulary acquisition, citing textual evidence, reflective writing, and differentiation based on Lexile levels as indicated by Achieve 3000 monthly data reports.</p>	<p>PD from District and Academic Coaches</p> <p>Achieve 3000</p>	<p>Title I Funds & Local Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <p>By September 2024, 100% of Social Studies teachers will implement Achieve 3000 within their curriculum as evidenced by achieve data.</p> <p>Implementation:</p> <p>August: Professional Development from the Achieve 3000 team and Academic Coach to support implementation within the curriculum.</p> <p>September: Academic Coaches check in with teachers for issues that may arise. Instructional revised as needed documentation through CCC minutes.</p> <p>Nov-December: Continued monitoring of the usage data, implement changes as needed. Feedback from Academic Coach concerning</p>	<p>Evaluation Performance Target:</p> <p>By December 2024 (1st semester) and May 2025 (second Semester) students in 9th-12th grade will increase reading level by 3% as indicated by Achieve 3000 data.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • September 2024(1st semester) January 2025 (2nd semester) students will begin Achieve 3000. Data from reports will be analyzed by CCC adjustments documented in CCC minutes. • October 2024/March 2025: Continue data analysis with feedback provided to CCC's, adjustments documented. • Nov-December/ January-May 2025: Feedback, and 	<p>Academic Coaches</p> <p>Social Studies Assistant Principal</p> <p>All Assistant Principals – Literacy Block</p> <p>Principal</p>

				<p>use in collaboration from SS Assistant Principal.</p> <p>Artifacts: CCC Minutes Achieve Usage data</p>	<p>instructional adjustments as needed will continue.</p> <ul style="list-style-type: none"> • December/May <p>Final Assessment in I-Ready will occur.</p> <p>Evidence:</p> <p>Gradebook indicating utilization of Achieve 3000's uniform grading system.</p>	
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<p>2) ELA intervention teacher will implement Lexia Learn software to improve student reading daily during a Writer’s Workshop class,</p>	<p>ELA Teacher</p> <p>Academic Coaches</p> <p>Lexia Learn Software</p>	<p>Title I and Local Funds</p>	<p>August 2024</p>	<p>By October 2024 All Staff teaching Writer's workshop will integrate Lexia Learn within the curriculum as evidenced by instructional walkthroughs.</p> <p>August: Professional Development for Writer’s Workshop teacher(s) to integrate Lexia Learn within the Writer’s Workshop curriculum.</p> <p>October: Continued Feedback as evidenced by walks, adjustments or additional PD with academic coaches.</p> <p>December: Overall evaluation of the program, review of feedback for needed changes for the 2nd semester of 2025.</p> <p>Artifacts: Walkthrough Data Lexia Learn Use Data</p>	<p>By December 2024, 70% of students enrolled in Writers Workshop will demonstrate a 3% growth on student Lexile reading level.</p> <p>August: Students will begin using Lexia Learn within the Writers Workshop class.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> October: Continue data analysis with feedback provided to CCC’s, adjustments documented. Nov-December: Feedback, and instructional adjustments as needed will continue. <p>Evidence: Lexia Learn Reading Lexile data I-Ready Mid-Point Lexile data</p>	<p>Academic Coaches</p> <p>Social Studies Assistant Principal ELA</p>
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as indicated by monthly Lexia Learn data reports.						

GOAL #4	To increase the graduation rate by 3% from the 2023-2024 school year, to the end of the 2024-2025 school year.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
<p><u>Graduation Intervention Committee</u></p> <p>Create a Graduation Intervention Committee (administrators, teachers, counselors, academic coaches) and Graduation Data Team (administrator, counselor, clerk, academic coach) to identify and provide early intervention for students at-risk of not graduating within 4 years.</p>				<p>Implementation Performance Target: 100% of the Graduation Intervention Committee will work to identify students at risk of not graduating, and list the withdrawal criteria.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Create a Rank Order list for all identified students. • Data Team lists root causes (withdrawals, transfers, course failure & drop out) • Data Team determines a process to remove students from the graduating cohort if they are no longer attending SCHS. • Teams determine attendance targets and grade targets for students (9th -10th grade). • Intervention Team monitors student progress each semester towards earning 2 Core credits and 1 Elective credit (9th -10th grade). • Provide academic intervention/support for targeted students. • Mentor students (9th -10th grade) identified from the Rank order list. Mentors 	<p>Evaluation Performance Target:</p> <p>By January 2025, 8% of students grades 9-12 will be On-Track for graduation as indicated by the Cohort Ontrack report in the student information system.</p> <p>Evaluation plan:</p> <p>Evidence:</p>	

				<p>provide student incentives for attendance targets and grade targets.</p> <p>Artifacts: Committee Meeting Minutes Data Team reports Counselor Cohort Report "Off-Track" Reports.</p>		
<p><u>Grade Repair & Tutoring</u></p> <p>Teachers in grades 9-12 implement credit recovery and grade repair initiative to reduce failure rates.</p>	<p>Edmentum</p> <p>USA Test Prep</p>	<p>Title I</p> <p>Local funds</p>		<p>Implementation Performance Target:</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Create PL series and a PL schedule for teachers to review Edmentum courses in the platform • Coaches model how to create courses, modify lessons and adapt them to standards • Use data to show student performance and impact on the credits recovered through the implementation 		

				Artifacts: <ul style="list-style-type: none"> • PL Schedule & Agendas • Edmentum Performance Reports 		
<u>Tutoring for EL students</u> In addition to providing tutoring for all eligible students, provide targeted high-dosage afterschool and Saturday tutoring for ELs in grades 9-12 whose most recent WIDA Reading Proficiency level is less than 4.0	SOAR Tutoring Parent Facilitators All Teachers USA Test Prep Edmentum	Local and Title I	August 2025	Implementation Performance Target: Implementation Plan: Using data from universal screening and the WIDA assessment, identify students whose most recent WIDA Reading Proficiency level is less than 4.0 Student Grades will be analyzed monthly by the Admin Team and Counselors Feedback shared with BLT and CCC's. Continue data analysis by A-Team and Counselors Feedback shared with BLT and CCC's. Artifacts: Edmentum Usage Reports Edmentum Module Proficiency Reports	Evaluation Performance Target: By January 2025 8-% of students grades 9-12 will be On-Track for graduation as indicated by the Cohort Ontrack report in the student information system. Evaluation plan: Evidence:	

				<p>Implementation Performance Target:</p> <p>Implementation Plan:</p> <p>Artifacts: Gradebook data Counselor Cohort Report Reporting of Off-Track students.</p>	<p>Evaluation Performance Target:</p> <p>By January 2025, 8% of students grades 9-12 will be On-Track for graduation as indicated by the Cohort Ontrack report in the student information system.</p> <p>Evaluation plan:</p> <p>Evidence:</p>	
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Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Home <input checked="" type="checkbox"/> Race Ethnicity <input type="checkbox"/> Migrant	Bilingual parent facilitator will continue to facilitate better communication between teachers and parents, to conduct workshops for EL parents, and to coordinate outreach for parents.	Parent Resource room	Title I and local funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Home <input type="checkbox"/> Race Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Differentiation strategies to address all levels of learners • Use reading comprehension and writing strategies to solve word problems during the Literacy block. • Engage in tutoring during off-contract hours to help students become independent learners, improve their academic performance, and succeed on the Algebra EOC. • ELL Math Teachers will continue to implement Ascend Math as an intervention tool for ELL students. 		
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Home <input checked="" type="checkbox"/> Race Ethnicity <input type="checkbox"/> Migrant	Partnership with Community in Schools to provide mentoring services for student	Communities in Schools	Communities in Schools Grant/ Local school funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Home <input checked="" type="checkbox"/> Race Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Provide tutoring services for SWD students off contract hours. • Full Time Student Support Administrator will support all SWD students at South Cobb High School. 	Supplemental pay Special Ed. Teachers.	Title I and Local 20 day funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Home <input checked="" type="checkbox"/> Race Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Hispanic Heritage Week Celebration • Black History Week Celebration • International Student Festival (SGA) 	Local Funds	Local funds

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>1. Required <u>Annual Title I Meeting – Deadline September 30, 2024</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>	9/19/2024		<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>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024</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>	10/2/2024 to 10/31/2024		<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>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</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>	3/16/2024		<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>4. Required <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 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	8/28/2024		<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
	10/9/2024		
	1/15/2025		
	3/12/2025		
<p>5. Required <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. <u>Briefly describe the transition activities here:</u></p> <p>Rising 9th Grade Families Rising 9th grade families are introduced to expectations and learning opportunities offered in high school.</p>	4/24/2025		<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>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><i>List documents translated for parents:</i></p> <ul style="list-style-type: none"> School-Parent Compact for Achievement School-Family Engagement Policy 		<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

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: 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 for our students struggling to meet state standards. Mentoring Services are 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 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.

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.

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, I-Ready, Lexia Learn, Achieve 3000, the Student information system ONTRAK and CSIS. The school will make adjustments to the plan as needed based upon ongoing needs analysis.

<p>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. <i>SWP Checklist 3(c)</i></p> <p>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. The school’s Building Leadership Team will meet monthly to review and make changes also. The Principal’s Advisory Team will meet review data and make recommendations.</p>
<p>Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)</p>
<p>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. <i>SWP Checklist 2(a)</i></p>
<p>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. <i>SWP Checklist 2(b)</i></p>
<p>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. <i>SWP Checklist 2(c)(i)</i></p>
<p>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.). <i>SWP Checklist 2.c(iii)</i></p> <p>SCHOOL RESPONSE: The school has implemented PBIS for the 2023-2024 school year and will continue the program for the 2024-2025 school year. In addition, the school uses the Multi-Tiered System of support (MTSS) to provide support for all students and 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, and 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’s counseling department facilitates groups with students who are considered in Tier II for interventions.</p>

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: New Teachers to South Cobb High School participate in a local new teacher induction program in addition to the one that is hosted by the district. Teachers are introduced to the department heads and key persons that they would need to know to matriculate to the school. Teachers participate in weekly professional development in addition to the CCC's of each content area. Teachers are assigned a mentor teacher by their department chairs to help them navigate the complexities of the school. Monthly meetings are conducted as needed to support new teachers with questions needs or specific professional development tailored to help them matriculate to South Cobb High School. Academic Coaches work closely with new teachers to help them plan, deliver, and reflect upon instructional practices. A survey was conducted to gain interest from teachers as to what PL they would like to see in addition to ones that were designed based on needs. South Cobb High School will have teachers lead professional learning next school year on topics that will directly impact students. South Cobb High School has started a Professional Learning YouTube Channel where all of the PD opportunities will be recorded so that teachers new to the school will be able to go back and reference the material. The use of supplemental pay for subs will be made available so that Department Chairs can conduct walks for staff members new to South Cobb High School. Feedback will be given and adjustments to instructional practices will be initiated. In addition, new teachers will be allowed to participate in conferences locally and out of town to facilitate knowledge and skills acquisition.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th 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: Counselors at South Cobb High School in accordance with the State guidelines for Counseling prepares students by participating in the BRIDGE Law. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly scheduled advisement to choose a focused plan of study. Students are also introduced to the Naviance program, and its various activities is used to work with students to help them find potential careers and help them with future goals by providing career matchmaker assessments, ability profiler assessments, and post-secondary goal setting that address education/financial/career planning. The Counseling Department Hosts Apply to College Day and informs students about Dual Enrollment opportunities (part of Bridge Law) with local technical colleges and universities, as well as Dual Achievement Option B, and conducts "check-in days" where our students can ask post-secondary questions in an open forum.

South Cobb High School's CTAE Department currently offers 13 Career pathways. Students can learn occupational and technical skills in Video Broadcasting Productions, Law and Justice, Business Accounting, Human Resources Management, Business Technology, Gaming Design, Graphic Design, Web and Digital Design, Informational and Supportive Services, Health Care, Food and Nutrition, Education and Training Careers and JROTC. The counselors operate a College and Career center which is manned by counselors daily during lunch. Students can stop by during lunch and get information concerning the application process, partnership with Georgia Hope, financial aid, and FAFSA. Students also have the chance to participate in an annual career fair where employers come

and offer employment to Juniors and Senior students. The AVID team in addition to community in schools facilitates college visits for junior students. Work-Based Learning Program where students can explore a career based on their interests. Students get real-world experience and a chance to apply their academic knowledge in a professional setting.

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**