School Improvement Action Plan

School Year:	2023-2024
School Name:	South Cobb High School
Principal Name:	Tommy Perry
Date Submitted:	June 1st 2023
Revision Dates:	July 27, 2023; August 2023

District Name	Cobb County School District
School Name	South Cobb High School
Team Lead	Sean Strachan
Position	Assistant Principal
Email	Sean.strachan@cobbk12.org
Phone	7708192611

	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: 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.
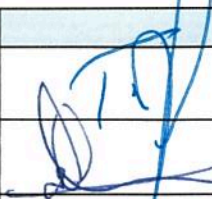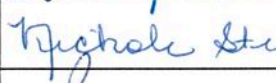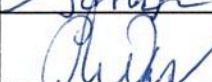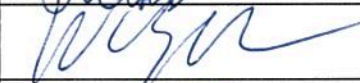
IDENTIFICATION of STAKEHOLDERS

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

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

Meeting Date(s):	May 5, 2023

Position/Role	Printed Name	Signature
Principal – South Cobb High School	Mr. Tommy Perry	
Asst. Principal	Dr. Sean Strachan	
Asst. Principal	Mrs. Nichole Stennis	Nichole Stennis
Asst. Principal	Mrs. Sonya Cook	Sonya Cook
Asst. Principal	Mr. Robin Dowdy	
Asst. Principal	Dr. Wilgan Joseph	
Asst. Principal	Mr. Ormond Moore	
Asst. Principal	Mrs. Angela Hurley	
Academic Coach	Ms. Staci Christian	
Academic Coach	Ricardo Pacheco	
Academic Coach	Dr. Pauline Aikhuele	
Parent Facilitator	Mrs. Sarah Klegin	
Parent Facilitator	Adriana Breceda	Adin Breceda

Comprehensive Needs Assessment Evaluation of Goal(s)

(*References: Schoolwide Checklist 1.a.*)

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

Previous Year's Goal #1	To increase school performance on ALL end-of-course assessments by 5% at the proficiency level (Level III and IV) as measured by the EOC assessments given over the 2022-2023 school year in (Algebra, American Literature, Biology, U.S. History)

Was the goal met? ☐ YES ☒ NO	

What data supports the outcome of the goal?

BIOLOGY EOC

Achievement Level	Winter21-Spring22		Winter22-Spring23		
Level 1- Beginning	200/604	33%	192/573	34%	1% increase
Level 2 - Developing	186/604	31%	132/573	23%	8% decrease
Level 3 - Proficient	179/604	30%	202/573	35%	5% increase
Level 4 - Distinguished	39/604	6%	47/573	8%	2% increase
Level 3&4		36%		43%	7% increase

Biology **Met** it's goals from the winter 21-Spring 22 EOC to the Winter and Spring 23 school year. Developing levels decreased by 8% from 22SY to the 23SY, Proficient levels increased by 5% between both years and Levels 3 and 4 increased by 7%.

US History EOC

Achievement Level	2021-2022	2022-2023	2021-2023
	Students Tested - 376	Students Tested - 476	
Level 1 - Beginning	91/376 - 24%	128/476 - 27%	3% Increase
Level 2 - Developing	118/376 - 31%	196/476 - 41%	10% Increase
Level 3 - Proficient	141/376 - 38%	131/476 - 28%	10% Decrease
Level 4 - Distinguished	26/376 - 7%	21/476 - 4%	3% Decrease
Level 3 & 4	**167/376 - 45%**	**152/476 - 32%**	**13% Decrease**

*US History **Did Not Meet** the goal of 5% proficiency and above increase. 22SY had 38% of students in the proficient level, SY23 had a 10% decrease of the number of students in the proficient level. The number of students in the Distinguished level decreased by 3% from the SY22 Level of 7%.

*48 APUSH final 2nd semester course grades are not calculated into this data.

American Literature EOC

Achievement Level	2021-2022	Winter 2022	Spring 2023	2022 -2023
	Students Tested - 446	Students Tested - 274	Students Tested-248	Students Tested – 522
Level 1 - Beginning	104/446 - 24%	77/274 - 28%	71/248 - 29%	148/522 -28%
Level 2 - Developing	169/446 - 39%	97/274 - 35%	110/248- 44%	207/522 - 40%
Level 3 - Proficient	167/446 - 38%	86/274 - 31%	64/248 - 26%	150/522 - 29%
Level 4 - Distinguished	6/446 - 2%	14/274 - 5%	3/248 - 1%	17/522- 4%
Level 3 & 4	**173/446 - 40%**	**100/274 - 36%**	**67/248 - 27%**	**167/522 - 33%**

*All American Literature Scores for 2022-2023 data suggests that did not meet the goal of 5% proficiency and above increase.

Algebra 1 EOC Data

Achievement Level	2021/2022	2022/2023	Increase/Decrease
	543 Students Tested	571 Students Tested	
Level 1 – Beginning	33% - 179 students	44% - 253 students	11% increase
Level 2 – Developing	39% - 210 students	36% - 203 students	3% decrease
Level 3 – Proficient	25% - 135 students	16% - 93 students	9% decrease
Level 4 – Advanced	3% - 19 students	4% - 22 students	1% increase
Levels 3 & 4	**28% - 154 students**	**20% - 115 students**	**8% decrease**

Algebra 1 EOC Data 2022/23 by Domain - % of Students scoring Levels 1 & 2

Equations			Expressions			Functions			Statistics		
Levels 1 & 2	SWD	ELL	Levels 1 & 2	SWD	ELL	Levels 1 & 2	SWD	ELL	Levels 1 & 2	SDW	ELL
511 students 89%	80/82 students	73/82 students	503 students 88%	80/82 students	75/82 students	529 students 93%	81/82 students	79/82 students	535 students 94%	82/82 students	79/82 students

Algebra 1 EOC Data 2022/23 by Domain - % of Students scoring Levels 3 & 4

Equations			Expressions			Functions			Statistics		
Levels 3 & 4	SWD	ELL	Levels 3 & 4	SWD	ELL	Levels 3 & 4	SWD	ELL	Levels 3 & 4	SDW	ELL
60 students 11%	2/82 students	9/82 students	68 students 12%	2/82 students	7/82 students	42 students 7%	1/82 students	3/82 students	36 students 6%	0/82 students	3/82 students

- Algebra 1 did not meet its goal of increasing proficiency level (levels 3 & 4) by 5% from 2021/2022 to 2022/2023. The percentage of levels 3 & 4 decreased from 28% in SY2022 to 20% in SY2023.
- Expressions was the strongest domain, while Statistics and Functions were the weakest domains.
- In the fall semester, the data on formative and summative assessments showed that Algebra I students grew between 3% and 12% from formative to summative.

	However, in the spring semester, Algebra I students only showed growth of 10% in the Quadratic Functions unit from formative to summative.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	**US History** – Actionable strategies that could be implemented to address the areas of need are as follows: 1. Teachers in all Social Studies, specifically Geography and World History content areas, will develop more rigorous common assessments that contain more questions (25-30) and reading passages that will reduce test fatigue when students reach US History. 2. World Geography and World History teachers will implement the usage of Document Based Sources utilizing DBQ's or outside sources. 3. US History teachers will specifically emphasize the implementation of informational texts correlating to the standards and domains of the time period. They will place a greater emphasis on Domain #1 – Colonization, through the Constitution and Domain #4, Establishment of a World Power. 4. US History teachers will implement a cross-curricular plan with American Literature teachers to implement more informational texts such as speeches, sermons, journals, essays, legal documents, and foundational documents such as the U.S. Constitution, The Federalist Papers, The Bill of Rights, etc. 5. Social Studies teachers will vertically team. **American Literature** – Actionable strategies that could be implemented to address the areas of need are as follows: 1. American Literature teachers will implement a cross-curricular plan with US History teachers to implement more informational texts such as speeches, sermons, journals, essays, legal documents, and foundational documents such as the U.S. Constitution, The Federalist Papers, The Bill of Rights, etc. 2. All ELA teachers will increase timed writing assessments and specifically World Literature and American Literature to weekly. 3. American Literature teachers will implement a common reading comprehension assessment to administer at the beginning of the semester to assess their student's comprehension level. 4. American Literature and 12th grade teachers will begin moving from primarily formulaic writing to college writing lessons. 5. All ELA courses will implement high interest and culturally relevant novels with higher Lexile Levels. 6. Teachers in all content areas will develop more rigorous common assessments that contain writing, specifically argumentative and informational to address the deficit in the Reading Informational Texts Domain on the EOC. 7. Teachers will closely analyze their personal data in CCC's and look for patterns that address performance in writing from formative and summative assessments and identify specific students to target and help grow in struggling domains.

	Algebra I – Actionable strategies that could be implemented to address the areas of need are:

	1. Provide professional development for identified teachers to address
	
	    i. Real-time formative assessment strategies (360 board).
	    ii. Differentiation strategies to address all levels of learners in the classroom (SPED, ESOL, Gifted).
	    iii. Assessment development with the appropriate DOK levels aligned with the new math standards and assessment analysis during CCC meetings.
	    iv. Create opportunities for teacher-peer observations.
	2. Fully engage students in using reading and writing strategies in math content during the Literacy block, and in all math lessons.
	3. Celebrate small wins for students.

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?	Science: Biology teachers created new instructional strategies that are aligned to the standards, Labs are required in each unit, rigor was increased in common assessments, CCC meetings were consistent with data analysis and strategic on implementing new strategies.

Previous Year's Goal #2	To Increase the percentage of students reading at or above grade level from 50% based on SY 2021-2022 Reading Inventory data to 60% by the end of the school year 2023.

Was the goal met? ☐ YES ☒ NO

What data supports the outcome of the goal?	**Reading Inventory August (Initial RI)**	**Students Tested**	**Students reading at or above grade level**	
	9th Grade	354	41%	
	10th Grade	266	52%	
	11th Grade	198	51%	
	12th Grade	176	51%	
		Total – 994 students	**49% of 994 9th - 12th grade students are reading at or above grade level.**	

Reading Inventory October (Mid-Semester)	**Students Tested**	**Students reading at or above grade level.**	
9th Grade	383	43%	2% increase
10th Grade	286	54%	2% increase
11th Grade	224	51%	0% increase
12th Grade	216	50%	1 % decrease
	Total - 1,109 Students	**50% of 1,109 9th – 12th grade students are reading at or above grade level.**	

Reading Inventory December	**Students Tested**	**Students reading at or above grade level.**	**1st Semester Growth**
9th Grade	366	49%	8%
10th Grade	275	59%	7%
11th Grade	219	54%	3%
12th Grade	207	52%	1%
	Total – 1,067 students	**54% of 1,067 9th – 12th grade students are reading at or above grade level.**	**Total Growth 1st semester is 4%.**

*South Cobb High School has semester classes, so the next data table is for students enrolled in ELA 2nd semester.

Reading Inventory January (Initial RI)	Students Tested	Students reading at or above grade level.	
9th Grade	324	44%	
10th Grade	235	57%	
11th Grade	193	46%	
12th Grade	148	52%	
	Total – 900 students	**50% of 900 9th – 12th grade students are reading at or above grade level.**	

Reading Inventory March (Mid-Semester)	Students Tested	Students reading at or above grade level	
9th Grade	383	4%	3% increase
10th Grade	273	60%	3% Increase
11th Grade	240	45%	1% decrease
12th Grade	157	56%	4% increase
	Total – 1,093 students	**52% of 1,093 9th – 12th grade students are reading at or above grade level.**	

*All final RI Assessments for 2nd semester have not been administered.
*As of 5-16-23 the RI goal has not been met.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Implement the Literacy program Achieve 3000 with fidelity in the Social Studies department. 2. Every two weeks Social Studies teachers will choose a 5-step Achieve 3000 lesson article that pertains to the standard(s) they are teaching and complete a lesson using direct instruction which include discussion questions, annotation, and written constructed response questions. 3. All teachers, specifically Social Studies and ELA will analyze their incoming student's RI data during preplanning and develop a common plan to help address students who are reading below grade level. 4. READ 180 teacher will work with elementary school teachers from Clarkdale Elementary and implement a plan to support students in learning foundational reading skills such as phonics and fluency. Those teachers also can support high school teachers in reading strategies that are used in elementary school to support or below level readers. 5. ELA teachers will pair higher Lexile texts with on-level texts to teach the skill of synthesizing. 6. ELA teachers will vertically team with other grade levels and the middle school feeder schools.

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?	

Previous Year's Goal #3	To increase school climate star rating from a level 3 to level 4 on the CCRPI by the end of the 2023 academic year

Was the goal met? ☐ YES ☒ NO

What data supports the outcome of the goal?	School Climate data from school created survey was compared between the SY 22 and the SY 23. Data from the annual Georgia student Health Survey was compared between the SY 22 and the SY23. Pluses 9(+) indicate positive growth and (-) indicate negative growth

Results of School Created Parent Climate Survey	SY 21-22	SY 22-23	%	+/-
Number of Respondents	175	47		
Parents Stated that they did not volunteer at the school	68%	81%	13% decrease	-
Parents stated that they were not actively involved at the school	43%	37%	6% decrease	+
Parents stated that they did not see any improvements to the campus on visits	36%	66%	30% increase	-
Parents believed that all students were not treated fairly	42%	50%	8% increase	-
Parents believed that the school has a system in place to recognize students	29%	25%	4% decrease	-
Parents believed that staff communicated well with parents	25%	75%	50% increase	+
Parents believed that students treat other students with respect.	24%	50%	26% increase	+
Results of Staff School Climate Survey				
Number of Respondents	110	74		
Teachers felt they did not receive recognition for the good work that they did	33%	37%	4% increase	-
Teachers felt they were motivated to contribute more than what was expected of them	76%	73%	3% decrease	-
Teachers indicated that they feel supported by the administration.	75%	65%	10% decrease	-
Teachers said that the school encouraged families to be attend events	91%	92%	1% increase	+
Results of Student School Climate Survey February 2022- EOY 2023				
Number of Respondents	239	99		
Students thought that they were liked by other students.	63%	58%	5% decrease	-

Students said that Grades or School Performance was their number one stress, followed by Demands of School Work and 'Other' (Compared to the majority being Demands of School Work, Grades or School Performance and 'Other'-**maintained**).				
Students felt that students were often bullied.	32%	40%	8% increase	-
Students said they felt like students were picked on for their sexual orientation.	36%	41%	5% increase	-
Students felt safe at the school.	63%	57%	6% decrease	-
Students said they participated in an extra-curricular activity.	51%	62%	11% increase	+
Students felt proud with how the schools looks on the outside.	59%	61%	2% increase	+
Students felt that their teachers praised them when they did well.	59%	63%	4% increase	+
Students said they could talk to their students about problems they are having.	75%	64%	11% decrease	-
Students thought that adults helped them develop strategies to help control their emotions.	54%	54%	No change	+
Results of the GA Student Health Survey				
Number of Respondents	**984**	**1481**		
Students felt like adults in the school did not treat them with respect	36%	36%	No change	**+**
Students believed the teachers treat them fairly	59%	57%	2 % decrease	-
students agreed that students treat each other with respect,	51%	47%	4% decrease	-
Students believed that students did not take pride in keeping the school clean	69%	71%	2% increase	-
Students believed that there were a lot of fights at school	58%	46%	2% decrease	-
Students felt that the demands of school cause them the most stress	70%	72%	2% increase	-
Students indicated that family issues caused the most stress	37.60%	35.80%	1.8 % decrease	+
Students indicated some level of suicide ideation within the past 12 months. Data indicated that a considerable number of students also engaged in suicide attempts and ideation. Students indicated on several items that the demands of school and family issues were the primary reasons.	22.70%	12.60%	10.1 % decrease	+

Discipline data reflects that there were 3,265 OSS days for SY 2022 and 2972 OSS days for SY 2023 which shows a reduction.

	Reflecting on Outcomes
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Pre-Covid Georgia used the school climate rating to measure how safe schools were. The climate rating has been used sporadically since then. Georgia chose to discontinue the school climate rating; therefore, a measure could not be attained for SY 2023. Moving forward as a school and recognizing the importance of climate on instruction and relationships with our community, South Cobb High School elected to participate in PBIS as a means of increasing school climate. We will seek alternative data points, such as school attendance and discipline to determine our effectiveness. We will continue to solicit, however, data from our stakeholders so that we can evaluate the climate of the school and seek methods to improve. The data did show that parents overwhelmingly felt that we were communicating more effectively, and there was a marked decrease in the percentage of students contemplating or making suicide attempts on the Georgia Health Survey.
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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	1. Detailed CCC documentation that allows the teachers to input summative data that pertains to how many students scored in the beginning, developing, proficient and distinguished levels. They also idea which students and target the standards that were not mastered during class remediation and tutoring. 2. Steady growth in overall RI scores each year specifically from 9th grade to 10th grade. The 9th grade literature team have implemented use of Common Literature, No Red Ink, and high interest and culturally relevant novels within their curriculum. 3. Implementation of a timed writing plan 2nd semester after reviewing 1st semester EOC American Literature data. 4. Implementation of assessing the student's Lexile level utilizing the RI in all grade levels. 5. Implementation of assessing the student's Lexile level mid-semester to utilize that data to see how to support students prior to the end of the semester in raising their Lexile level.	1. Students struggle with testing stamina on summative assessments, common assessments, and EOC's. They are unable to adequately complete the assessments in the allotted time frame with reading passages. Some students left the writing portion of the American Literature EOC blank. 2. Students are not provided with the environment for testing that mirrors the EOC or interim assessments. Often, the first time they complete a 90-minute writing or reading assignment is taking the EOC, SAT, or ACT. 3. Students struggle with reading informational texts and answering constructed response questions pertaining to key ideas and details. 4. Students struggle in argumentative and informational formats of writing.	1. CCC Meeting Documentation 2. RI Assessment Data 3. EOC Scores 4. CTLS Common Assessment Data
Math	1. FOA/Algebra I students showed mastery of 2-step and multi-step equations and graphing linear equations. 2. Equations was the strongest domain on the Winter 2022 Algebra I EOC exam, while Expressions was the strongest domain on the Spring 2023 Algebra I EOC exam.	1. There is an 8% decrease in the proficiency levels recorded in the EOC Algebra I exam from 2021/2022 to 2022/2023. 2. Most ninth graders are unprepared for rigorous instruction. 99% of our 9th-grade students are unprepared for Algebra 1 (Initial MI data of August 2022). 6% of the	1. EOC 2. MI scores 3. Unit tests - CTLS 4. Formative assessments 5. Interims

	Strengths	Challenges	Data Sources
	3. Progression in the level of mastery from unit to unit in Geometry in the Spring 2023 semester. 4. Increase proficiency levels in Algebra II from fall 2022 to spring 2023. The average of the first four units test increased from 72% to 79%. 5. 80% of the math teachers use the 360 boards for the warm-up and work sessions.	FOA students were proficient on the MI test in January 2023. 3. Reading comprehension of questions involving word problems. 4. Students in higher-level math classes still lack foundational math skills – integer and fraction operations, solving equations, and proportional reasoning. 5. Students have poor math efficacy and inadequate mental math skills. 6. Students lack the resilience to work through tasks/problems that involve higher DOK levels. 7. The DOK levels of the interims are mostly higher than those of unit tests.	
Science	1. Proficiency levels in the BIO EOC have increased significantly. Ecology was identified as our weaker domain last school year, with an average of 56%. However, this year the average is 64,% and our largest increase in all the domains 2. All content areas engage students in labs and investigations in every unit. 3. Increased rigor. common assessments in content areas include 60% DOK3 and DOK4 questions.	1. The Genetics domain in our BIO EOC is our weaker domain this year with an average of 57% 2. Biology and Environmental Science teachers need support in continuing to create instructional materials and assessments that align to the standards.	1. EOC Scores 2. Common Unit Test in CTLS 3. Common Formative Assessments in CTLS 4. Progress Learning
Social Studies	1. Teachers consistently vertical team with other grade levels to discover best ways to support the various courses by changing strategies or emphasizing particular standards. 2. Consistently analyze common assessments and make changes based upon CCC data and individual student data. 3. Teachers have consistent monthly gains in Lexile levels utilizing Achieve 3000.	1. Not all teachers have implemented DBQ's and document-based sources to help students master reading, analyzing, and drawing conclusions of political cartoons, charts, and graphs. 2. Need more consistent use of informational texts correlating to the standards and domains of the time period and place an emphasis on Domain #1 - Colonization through the Constitution and Domain #4, Establishment of a World Power.	1. CCC Meeting Documentation 2. Achieve 3000 monthly data reports 3. EOC Scores 6. CTLS Common Assessment Data

	4. Consistent comparison of student achievement to RI scores at the beginning, middle and end of the semester.	3. Teachers have not consistently used informational texts such as speeches, sermons, journals, essays, legal documents, and foundational documents such as the U.S. Constitution, The Federalist Papers, The Bill of Rights, etc., to aid in the mastery of Domain #1 "Colonization through the Constitution" and Domain #4 "Establishment of World Powers." 4. Even though teachers have monthly gains in Lexile growth based upon their Achieve 3000 data, they are not completely and consistently implementing Achieve 3000 with fidelity because the students do not demonstrate Lexile growth from month to month. 5. Teachers struggle with creating rigorous assessments in all courses.	
Discipline / School Climate Data	Discipline data reflects that there were 3,265 OSS days for SY 2022 and 2972 OSS days for SY 2023 which shows a reduction.	Students are still losing academic days due to OSS.	
Professional Learning What's been provided? What is the impact?	Teachers have attended various conferences throughout the year, offered by the district and by the school. Teachers have presented at the various conferences that we have had. Admin teams have conducted walkthroughs to observe the implementation.	We have to do a more effective job of putting measures in place to assess the impact of professional learning.	1. EOC Scores 2. CTLS 3. Admin Walk-throughs
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	SWD – 13/33 – 39% of students scored a Level 2 or 3 on the EOC. Black/Hispanic/Multi – 164/258 -64% students are reading at grade level or above.	SWD – 29/33 – 88% Students scored a Level 1 on American Lit. EOC; 12 of those students read at grade level or above. 19/33 – 58% students scored at a Level 1 for argumentative writing. (Winter 22) ELL – 13/16 – 81% students scored a Level 1 on American Lit EOC. 9/16 – 56% students scored at a Level 1 for argumentative writing. (Winter 22) Black/Hispanic/Multi – 166/258 – 64% of students scored level 1 or 2 on the EOC. (Winter 22)	FY23 EOC data
Math	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	• ELL – Expressions (Domain 2) on the Algebra 1 EOC was strength 28/82 - 34% (active and former ELL students) scored proficient and above. • Black/Multi – Expressions (Domain 2) on Algebra 1 EOC, 38/571 - 7% scored proficient and above.	• ELL – Functions (Domain 3) and Statistics (Domain 4) on EOC Algebra 1 79/82 - 96% scored beginning and developing. • SWD – 99% of all SWDs scored beginning and developing in all four domains. • Black/Multi – Statistics (Domain 4) 340/571 - 60% scored beginning and developing.	1) FY23 EOC data

Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	• 12 of the 74 SWD students, 17%, were proficient or above in the biology EOC winter 2022 and spring 2023. • 11 of the 55 ELL students, 20% were proficient in the biology EOC winter 2022 and spring 2023.	• 50 of the 74 SWD students, 67%, performed at level 1 in the biology EOC winter 2022 and spring 2023. • 37 of the 55ELL students, 67%, performed at level1 in the biology EOC winter 2022 and spring 2023.	• FY23 EOC data
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	ELL– 4/19 – 21% of students scored proficient on the EOC. (Winter 22) Black/Hispanic/Multi – 76/245 – 31% of students scored proficient or above on the EOC. (Winter 22)	SWD – 28/262 – 11% of students are SWD and 22/28 – 79% scored at Level 1 & 2 on the EOC. 17/28 – 61% – Scored Level 1 on Domain 1. (Winter 22) ELL – 15/19 – 80% of students scored at Level 1 on the EOC. 15/19 – 80% of students scored at Level 1 on Domain 1. (Winter 22) Black/Hispanic/Multi – 169/245 – 69% scored at a Level 1 or 2 on the EOC. 143/169 – 85% scored at a Level 1 on Domain 1. (Winter 22)	FY23 EOC data
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Model Schools Conference AVID Conference		
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Science: More than half of the students that took the biology EOC performed below proficiency levels. This trend is also observed in the average test scores of all biology units. Biology EOC – winter 2022 = 65% or 156/240 students performed at level 1+2 Biology EOC – Spring 2023 = 49% or 143/292 students performed at level 1+2 The average UNIT TEST scores for all the 6 biology units' range between 54% and 68%
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Environmental Science teachers need instructional resources that reflect the 3-dimentional model of science standards. The students' average score in the unit test ranges from 42% to 67%. An average of 80% of the students perform at level 1. Please note that environmental science prepares students for biology.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need to create and/or collaborate on new resources and assessment questions that reflect the 3D model in environmental science and biology.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Teachers need to create and/or collaborate on new resources and assessment questions that reflect the 3D model in environmental science and biology.
Contributing Factors **(Outside of control)**	

Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**Science Goal:** The proficiency level of 15 students or 30% of the class size, in each biology and environmental science class, is expected to improve when comparing the scores of this semester's Unit Assessments with those of last semester. This improvement specifically targets the DOK 3 questions, which constitute 40% of the test.

Statement of Concern #2	Math: Only 20% of students (115 out of 571) scored Proficient plus Advanced on the Algebra 1 EOC exam from August 2022 to May 2023 (Winter 2022 EOC scores and Spring 2023 EOC scores).
Root Cause #1 - (Within control) Impacts which system(s): ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Algebra I teachers need professional learning related to Functions and Statistical Reasoning.
Root Cause #2 - (Within control) Impacts which system(s): ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Co-taught instruction in FOA/Algebra I does not match the level of rigor found in assessments.
Root Cause #3 - (Within control) Impacts which system(s): ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	• Consistent and timely intervention practices are needed to address FOA/Algebra student understanding gaps. • Accountability and adherence to CCC norms are needed.
Contributing Factors (Outside of control)	Poor student attendance, lack of student motivation, and completion of assignments.
Goal Specific, Measurable, Achievable, Relevant, Timebound	• The number of students scoring levels 3 and 4 on the Algebra EOC exam will increase from 115 in FY23 to 170 in FY24, representing a 10% increase in the proficient and distinguished levels by the end of May 2024.

Statement of Concern #3	**Social Studies – US History**: 152/476 - 32% of students completing the US History EOC achieved proficiency and/or distinguished level.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Social Studies teachers need professional development training adding rigorous content to assessments with Social Studies reading passages.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Social Studies teachers need continued PD on implementation and usage of Achieve 3000. Usage directly correlates to students increasing their Lexile levels each month.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Social Studies teachers need support in analyzing data and utilizing informational texts, DBQ's and document-based sources to support Domain #1 "Colonization through the Constitution," and Domain # 4, "Establishment as a World Power."
Contributing Factors **(Outside of control)**	Student attendance, intrinsic motivation, transient population, attendance issues pertaining to behavior (OSS & ISS).
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**Goal #1**: 250/476 students score proficiency and/or advanced on the US History EOC exam, which would be a 53% proficiency and distinguished level and a 21% increase.

Statement of Concern #4	**ELA – American Literature**: 159/472 - 33% students completing the American Literature EOC achieved proficiency and/or distinguished levels. **Literacy – Lexile Level:** 54% of 1,067 9th – 12th grade students are reading at or above grade level at the end of 1st semester. 52% of 1,093 9th – 12th grade students are reading at or above grade level in March (Mid-Semester.)
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	American Literature teachers need professional learning on rigorous instructional practices and creating assessments that require students to analyze multiple sources, synthesize information, make inferences and support the inferences with evidence from the passage (especially informational reading texts).
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	ELA teachers need professional development on implementation of timed writing instructional practices infused within their current curriculum.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	ELA teachers need professional development on analyzing individualized student formative and summative data to strategically target specific students struggling with standards, especially argumentative and informational writing.
Contributing Factors **(Outside of control)**	Skill, standard, and reading level deficit leaving middle school, student attendance, intrinsic motivation, transient population, attendance issues pertaining to behavior (OSS & ISS).

Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**Goal #1:** 249/472 students score proficiency and/or advanced on the American Literature EOC exam which would be a 53% proficiency and distinguished level and a 18% increase. **Goal #2**: To increase the percentage of 1,310/2,180 students in 9th-12th grade reading at or above grade level based upon the 2022-2023 Reading Inventory data to 60% by the end of the school year May 2024.

	School Improvement Goals *Include goals on the parent compacts and policy*
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 (American Literature, Biology, U.S. History)
Goal #2	To increase the percentage of students reading at or above grade level from 53% based on SY 2022-2023 Reading Inventory data to 56% by the end of the school year 2024.
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%.

Title I Personnel/Positions Hired to Support the School Improvement Goals			
SWP Checklist 2.c(iv)			
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Math/ELA/ Social Studies Academic Coach	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	To improve instruction by providing strategies to teachers and developing effective strategies for all students in math/ELA/ SS and to serve as a liaison between the local school and district personnel, and to facilitate the integration of technology into the curriculum.
Classroom Teacher/ Edmentum Teacher	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ 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.
Two Parent Facilitator 1 Bilingual parent facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ 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
Science Academic Coach	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	-To improve instruction by providing strategies to teachers and students based on the area of science and serve as a liaison between the local school and district personnel and facilitate the integration of science and technology into the curriculum. -To maintain the Title I inventory -To provide push in-classroom support and monitor sub-groups of students for targeted intervention. Create individual learning goals for students Provide increased instructional time, and increased peer interaction.

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 (American Literature, Biology, U.S. History)					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
1) **American Literature** Provide professional development to improve the design of rigorous assessments, explicit writing strategy instruction and rigorous instructional practices for literacy	PD from District and Academic Coaches Novel Sets Informational Texts Released EOC questions previous years Writing Software	Title I Funds Local Funds	August to December 2023 & January to April 2024	**Implementation:** Teachers will participate in PD to: • Create rigorous assessments including an increase of DOK levels and add rigor to lessons to increase the DOK in instruction. • Build on explicit writing strategy instruction and rigorous instructional practices for EOC Domain: Writing & Language • Design timed, common assessment, extended constructed response (Informational Writing) questions for Level 3 & 4 DOK • Analyze assessment data and adjust instruction to meet deficits. **Artifacts:** • PD Agendas • Walkthrough form focused on explicit writing strategy instruction rigorous instructional practices, and increase in DOK levels during instruction.	**Evaluation of Impact:** • 80% of all teachers will consistently implement strategies to add rigor to assessments and instruction, including DOK for Levels 3-4. • 80% of all teachers will consistently implement timed common assessment for extended constructed response, essays, argumentative, informational, and narrative writing within the current curriculum. • 50% of all students will pass unit common assessments with at least an 80% by end of 1st Quarter and 65% will pass the common assessments by end of 2nd Quarter. **Evidence:** • Summary data from Walkthrough forms (focused on explicit writing strategy instruction rigorous instructional practices, and increase in DOK levels during instruction).	ELA Teachers Academic Coach AP – ELA Principal

				• CCC documentation indicating collaboration on rigorous common assessments and instruction, and targeted plans for remediation based on individual student data.	• Summary data on Unit writing assessment scores for all related genres • Summary of CCC documentation on individualized student data and target plans for remediation.	
2) US History Implement a cross-curricular plan with American Literature to increase strength in informational text reading. Additionally, provide professional development for 11th grade teachers to improve the design of rigorous common assessments and instructional practices. World Geography and World History teachers will implement Document Based Sources(DBQ's) as part of regular instruction.	PD from District and Academic Coaches DBQ's and Document Based Sources Released EOC questions previous years Metro RESA	Title I Funds Local Funds	July - December & Jan. – April 2024	**Implementation**: • Teachers receive PD on creating rigorous assessments, & DBQs and using informational texts for Domain #1 and Domain #4. • US History and American Literature teachers will create a cross-curricular plan **Artifacts:** • PD Agendas • Walkthrough data and CCC documentation focused on instructional rigor, DBQ implementation • CTLS common assessment Data	**Evaluation of Impact**: • 80% of all teachers will consistently implement strategies to add rigor to assessments and instruction, including DOK for Levels 3-4. • At check-in intervals 70% of students score proficient on targeted & rigorous common assessment questions from each unit, in progression. **Evidence:** • Summary of CCC Documentation Reports • Summary of Walkthrough Data • Summary of implementation documentation for informational texts (Domain #1 & Domain #4).	SS Teachers Academic Coach AP – SS Principal
3) Math Provide professional development to increase rigor through alignment of the New Georgia Math Standards with teaching strategies and differentiation for all levels of learners (SPED, ELLs, & Gifted), common assessment design for levels 3 & 4 DOK levels, assessment data analysis for student groupings and	PD from Columbia University, District and School Academic Coaches	Title 1 Funds	Pre-Panning to September 30, 2023	**Implementation**: Teachers will participate in PD to: a. Unpack the new Math Standards, create Learning Targets, and align lesson differentiation strategies during Pre-Panning to September 30, 2023.	**Evaluation of Impact**: • 80% of all teachers will consistently implement accurate presentation of new Math standards and three parts of learning targets by November 1, 2023.	Teachers CCC Leads Academic Coach Admin Team

	New Math Standards		September 4, 2023, to April 2024	b. Teachers will implement daily differentiation strategies in lessons beginning September 4, 2023.	• 80% of all teachers will consistently implement differentiation strategies during lessons by December 1, 2023.	
strategies for increasing math confidence, resilience, and growth mindset in prerequisite (Foundations of Algebra) and current Algebra course.						
			July 2023 to March 2024	c. Design common assessment questions for Levels 3 & 4 before starting each unit through the school year – July 2023 – March 2024.	• 70% of all students will pass the common assessment questions provided every two weeks by teachers.	
			August 2023 to April 2024	d. Analyze assessment data and apply it to differentiated student groupings after each formative and summative assessment through the school year – August 2023 – April 2024.	**Evidence:** • Walkthrough data summaries • Summaries from Math Teacher Peer Observations • Common assessment summaries	
			July 2023 to August 2023	e. Math teachers will participate in Peer Observations & related conversations in CCC meetings to observe peers implementing an instructional strategy		
				f. Acquire strategies to increase math confidence, resilience, and growth mindset in students		
				Artifacts: • PL Agendas • Data from walkthrough forms focused on Learning Targets, Success Criteria & evidence of daily differentiation strategies in lesson teaching. • Data from Common Assessment design targets and data from related student performance with trends and/or corrections.		

				• Data from Math Teacher Peer Observations		
4) Science: Science teachers will engage in ongoing professional development and collaboration through CCCs and department meetings to: a) develop common assessment questions for the unit tests, focusing mainly on Depth of Knowledge (DOK) levels 3 and 4. b) create formative assessments that align to deconstructed elements of the standards. c) Design a common grading rubric for the implementation of at least two labs/investigations per unit	PD From Local and district coaches Science Supervisor	Title I and Local funds District funds	August 2023 to December 2023 And January 2024 to May 2024	**Implementation:** • Teachers will collectively analyze and deconstruct the standards into specific elements or learning objectives • Conduct observations of classroom instruction to gather evidence of how teachers are implementing the deconstructed standards and formative assessments. • Based on the deconstructed standards, teachers will use a rubric to design aligned formative assessments • Teachers participate in PD on DOK levels 3 and 4 creating assessment questions and analyzing individualized student data to target students struggling with specific standards. **Artifacts:** • Deconstructed Standards Rubric for Formative Assessment Design • Coach's Walkthrough Forms. • Six-Week Growth Reports • Collection of developed common assessment questions in CTLS. • Surveys from PD	**Evaluation of Impact:** • Growth Reports (every 6 weeks) from the formative scores show incremental increases at minimum 10%. • 30% of students performing at the basic level in the formative assessments will move to the proficiency levels in the summative assessment **Evidence:** • Summaries from the Six-Week Growth Reports from the formative scores • Walkthrough Summary Reports • Data from EOC and unit tests proficiency report.	SS Teachers Literacy Block Teachers Academic Coach Assistant Principals – Literacy Block Principal

5) **AVID** Continue to collaborate with the AVID assigned teacher, and receive training for implementation of transferrable AVID strategies to support cross-content reading & writing	AVID Conference AVID Resources	Title I and local funds	8/2023	**Implementation:** • Teachers will participate in monthly "WICOR Wednesday" for AVID strategies which will support writing, organization and college & career readiness in all content areas. **Artifacts:** • PL Minutes & Agendas • Focused Walkthroughs	**Evaluation of Impact:** • Increase student participation from 72 students to 103 by mid-year. Students will learn skills that will lead toward graduation. **Evidence:** • Summary of interim reports from CTLS Assess (formative & summative)	Principal Mr. Joseph AP Ms. Bales District AVID coordinator
6) Continue implementation of academic tutoring	Edmentum Software	Title I and District Funds	8/2023	**Implementation**: Certified SCHS teachers will tutor students through EOC Reviews, SOAR Saturday Program, Course Extension program and LEAP/LIFT Program **Artifacts**: • Data from Edmentum Software • CTLS Assess Data Reports for Formative & Summative data	**Evaluation of Impact: S**tudents performance on grades, CTLS assessments will increase. Student learning gaps decreased. **Evidence**: • Data Summary - Edmentum Software • Summary Reports from formative and summative assessments, Interim assessments and EOC data.	A-Team and Academic Coaches CCC's will monitor students for remediation. Teachers will monitor

GOAL #2	To increase the percentage of students reading at or above grade level from 53% based on the SY2022-2023 Reading Inventory data to 56% by the end of the 2023-2024 school year.						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
I. **Social Studies** teachers will participate in ongoing professional development to: a) Learn content-specific reading strategies to implement within the Achieve 3000 5-step lessons. b) Implementation of uniform grading processes and Achieve 3000 system requirements. c) Implementation of literacy block	Achieve 3000 Surveys Literacy Block Texts	Title I Funds Local Funds	August – December 2023 Jan. - April 2024	**Implementation**: a) Achieve 3000 team, Social Studies Department head and Academic Coach will provide explicit expectations for implementation into all Social Studies classes. b) Professional Development from the Achieve 3000 team and Academic coach on implementation of Achieve 3000's 5-step lessons c) Implementation of the school-wide literacy block expectations with support from administration team. **Artifacts:** a) RI data b) Student Literacy Surveys c) Achieve 3000 monthly data reports d) Classroom Walk-Through Documentation e) EOC Scores CCC Meeting Documentation	**Evaluation of Impact**: By May 2024, 1,310 / 2,180 students in 9th-12th grade reading at or above grade level based upon the 2022-2023 Reading Inventory data to 60%. **Evidence:** a) Gradebook indicating utilization of Achieve 3000's uniform grading system. b) Achieve 3000 system report regarding usage of the 5-step lesson and an increase of Lexile scores within the Achieve 3000 program. c) Daily active participation in the school-wide literacy block lessons.	Assistant Principals – Literacy Block Principal

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%.						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**	
1). To recruit and hire a bilingual parent facilitator to support communication between teachers and parents.	Title I Office Parent Facilitator	Title I funding	August 2023	**Implementation**: The Parent Facilitator will assist with facilitating teacher and parent relationships. The parent facilitator will receive support from the district. Parent Facilitator will conduct PD and facilitate parent-teacher conferences for non-English speaking parents. **Artifacts**: Power Point presentations, documentation of the event,	**Evaluation of Impact**: The intervention will be monitored through the school-created climate survey. In addition to PKES **Evidence:** Climate Survey data/ PKES	Administration Team Parent Facilitator	
2). The implementation of School-Wide PBIS to teach positive behavior	District PBIS Staff PBIS Team	Local Funds/Title I	August 2023	**Implementation:** The team will receive training from district coaches about program implementation. **Artifacts**: PBIS Team minutes	**Evaluation of Impact**: Students' behavior referrals will decrease from the previous school year comparison by month. **Evidence**: Discipline data from ONTRACK, Climate Survey Data, Monitor PBIS re	Admin Team PBIS TEAM PBIS District Coaches	

3). Conduct School Wide Assembly to target specific behavior workshops and presentations.	PBIS Team Guest Speakers Performance Contract	Local Funds Title I funds	September 2023	**Implementation:** Guest speakers will be selected to provide assemblies for motivation of student groups **Artifacts:** Presentation handouts and student attendance.	**Evaluation of Impact**: Students' behavior referrals will decrease from the previous school year comparison by month. **Evidence:** Discipline data from ONTRACK, Climate Survey Data	Admin Team PBIS Team PBIS District Coaches
4). Provide Staff Development for Student and Teacher Wellness	District Coaches School Counseling Staff	Local Funds	September 2023	**Implementation:** District coaches will present to staff during professional development days. **Artifacts**: Presentation hand outs, Professional development Channel.	**Evaluation of Impact**: Students' behavior referrals will decrease from the previous school year comparison by month. **Evidence:** Discipline data from ONTRACK, Climate Survey Data	Admin Team PBIS Team PBIS District Coaches
5). The school will collaborate with Community in schools to provide mentoring services for students at risk for drop out	CIS site coordinator Performance contract CIS	Local Funds Title I funds	August 2023	**Implementation:** CIS will provide mentors for students and also conduct groups for students who have had behavioral issues and are at risk for dropout. **Artifacts**: Quarterly CIS reports	**Evaluation of Impact**: Students' behavior referrals will decrease from the previous school year comparison by month. **Evidence:** Student tracking data from CIS and student discipline data in ONTRACK	Admin Team PBIS Team PBIS District Coaches

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	Action steps to improve/support achievement of student groups	Resources	Funding Source
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☒ Migrant	The addition of a bilingual parent facilitator to better communication between teachers and parents, to conduct workshops for EL parents, and to coordinate outreach to Hispanic parents.		Title I and Local funds
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	- 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 Ascend Math as an intervention tool for ELL students.	PD from Academic Coach Real-world math problems Supplemental pay Edmentum Delta Math 360 Boards Calculators	Title 1 and Local Funds
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Partnership with Community in Schools to provide mentoring services for student		Title I District funding CIS grant
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Provide Tutoring services for SWD students off contract hours.	Supplemental pay	Title I 20 day funding
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Hispanic Heritage Week Celebration Black History Week Celebration HBCU Symposium for college-bound students		Title I District funds Local funds

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required State of the School Meeting – Deadline September 29, 2023 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.	09/19/23		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023 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.	10/01/23		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 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.	03/21/24		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) 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 Deadlines: PL#1 9/22/23 | PL#2 12/8/23 | PL#3 2/16/24 | PL#4 4/29/24	8/9/23 12/08/23 01/10/24 04/10/24	8/9/23	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** **Transition to Adulthood: Information about post-seconday options for graduating seniors** **Incoming 9th Grade Night: Families will learn about the basics of high school, get a campus tour, and learn about what to expect in the fall.**	11/14/23 May 2024		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:* School Policy School Compact		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Lexiles and Literacy Join us with our Academic Coach and English Language Arts teachers as we discuss what Lexile levels are, what they mean for your student, and where they come from. We will discuss literacy strategies that both you and your student can practice at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4			08/31/23 02/13/24		
Curriculum Night Join the Math & Social Studies department. Teachers as they walk you through what your student will learn this year teacher's give a short lesson and tips/resources for family use. Join the English & Science department. Teachers as they walk you through what your student will learn this year teacher's give a short lesson and tips/resources for family use.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal1 ☐ Goal 2 ☒Goal 3 ☐ Goal 4			10/17/23 10/24/23 3/5/24 3/12/24		
Eagle Chat w/ Principal Perry Parents are invited to chat with our proud Principal Perry as he gives school updates, South Cobb news, and answers your questions.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4			10/10/23 01/16/24 4/16/24		
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4					

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 of our students struggling to meet state standards. Mentoring Services is provided in conjunction with the Community in Schools program of Marietta. Revive Church of Austell, GA, LGE Credit Union, Austell Community Collaborative, South Cobb Rotary Club, Sherri Sells Atlanta (Sherry Mitchell), MUST Ministry Food Pantry, The Flower Cottage, EF2 Reality. These groups provide for volunteers and mental health, grief support, vision services, hearing services, feeding programs, support for athletic programs and other programs at South Cobb High School. In collaboration with South Cobb High School Family and Community Engagement Coordinator, parents are provided with an opportunity for workshops on various topic such as financial literacy, understanding student Lexiles, 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, RI Data from Achieve 3000, The Student information system ONTRAK and CSIS. The school will also use the CCC process/ feedback from teachers in addition to school created climate survey in addition to the GA School Health Survey to determine if interventions are effective.

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

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

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

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

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

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

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

SCHOOL RESPONSE: The fourth goal of the school improvement plan is school climate to reduce OSS and reduction of Unexcused absences. The school has implemented PBIS for the 2023-2024 school year. In addition, the school uses RTI 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 counselor department facilitates a group with a counselor/ social worker to support students.

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

==SCHOOL RESPONSE==: The school provides a number of opportunities throughout the year for teachers to participate in staff development that is provided by the academic coaches, district personnel and by the local school. Teachers have had the opportunity to participate in local learning PD, The GATESOL Conference, GTSA Conference and the annual ESEA Title I Conference. Teachers and staff attending conferences will be required to redeliver to specific groups of faculty or the entire staff.

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==:

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

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

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*