



School: North Cobb High School

Principal: Matthew Moody

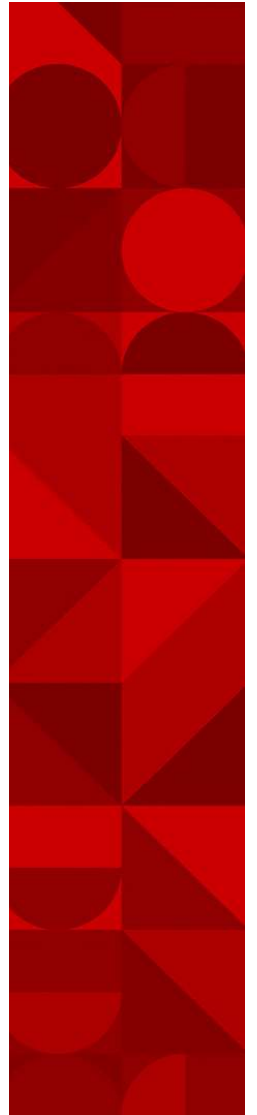
School Year: 2023-2024

Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.



Goal #1: Literacy

Superintendent's Priority: 3. Use data to make decisions.

Literacy Initiative (Goal):

Increase the percentage of learners performing at proficient and above by 3% (from 63% to 66% on the RI, from 54% to 57% on the American Literature EOC).

Critical Action: (What actions are necessary and by when?)

1. Identify baseline data (August 2023)
2. Local School Professional Learning (October 2023). Professional Learning will focus on explicit reading strategies that can be used across all contents. Examples include, but are not limited to:
 - Annotation strategies
 - Developing questions with confidence
 - Using and understanding vocabulary in context
 - Sustained silent reading
 - Reading for details
3. Incorporate reading strategies in all content areas, during daily instruction and during the intervention block. (October 2023)
4. All 9th grade students will be assessed using the Universal Screener/Reading Inventory, taken twice during the course of their 9th Literature class (May 2024)
5. Add an additional opportunity for students to be assessed using the Universal Screener/Reading Inventory at least once during their sophomore year (May 2024)
6. Increased utilization of Edmentum to remediate understanding and repair grades. (May 2024.)

Goal #1: Literacy

Evidence: (How do we monitor progress?)

Monitor the use of reading strategies through classroom observations and by reviewing collaborative team notes.

Monitor assessment plan for the administration of the Universal Screener/Reading Inventory to 9th and 10th grade students.

Data analysis of common formative and summative assessments that support reading development, including Interim Assessments.

Analyze first semester data (EOC and RI) to determine what adjustments need to be made for improved progress second semester.

Outcomes: (How do we measure success?)

Reading Inventory

American Literature EOC

Informal reading assessments

Reflection: (What do we do if goal is met or not met?)

When the goal is met - celebrate students and teachers in areas of achievement and growth, communicate progress to all stakeholders, seek opportunities to extend the goal

When the goal is not met - Review data to adjust and/or redefine Critical Actions, partner with district personnel for additional resources to support progress, Accountability Conversations with all stakeholders

Goal #2: Math

Superintendent's Priority: 3. Use data to make decisions.

Math Initiative (Goal):

Increase the percentage of learners passing math courses at all grade levels, from 89% to 92%.

Critical Action: (What actions are necessary and by when?)

1. Identify baseline data (August 2023)
2. Offer paired academic support classes for Algebra I, Geometry, and Algebra II (August 2023)
3. Local School Professional Learning (October 2023). Professional Learning will focus on helping students develop computational strategies.
4. Incorporate computational strategies in all math courses, during daily instruction and during the intervention block. (October 2023)
5. All 9th grade students will be assessed using the Universal Screener/Math Inventory, taken twice during the course of their Foundations of Algebra and/or Algebra I class (May 2024)
6. Add an additional opportunity for students to be assessed using the Universal Screener/Math Inventory at least once during their sophomore year (May 2024)
7. Universal Screener/Math Inventory data will be used to identify students in need of intervention and to make intervention recommendations. (after each test administration)
8. Increased utilization of Edmentum to remediate understanding and repair grades. (May 2024)

Goal #2: Math

Evidence: (How do we monitor progress?)

Monitor the use of computational strategies through classroom observations and by reviewing collaborative team notes.

Monitor assessment plan for the administration of the Universal Screener/Math Inventory to 9th and 10th grade students.

Data analysis of common formative and summative assessments, including Interim Assessments.

Review grades every six weeks.

Analyze first semester data (pass rate and RI) to determine what adjustments need to be made for improved progress second semester.



Outcomes: (How do we measure success?)

6 week progress

12 week progress

Final Course Grades

Reflection: (What do we do if goal is met or not met?)

When the goal is met - celebrate students and teachers in areas of achievement and growth, communicate progress to all stakeholders, seek opportunities to extend the goal

When the goal is not met - Review data to adjust and/or redefine Critical Actions, partner with district personnel for additional resources to support progress, Accountability Conversations with all stakeholders

Goal #3: School Selected

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.

School Selected Initiative (Goal):

Decrease the total number of tardies accumulated in one school year

Critical Action: (What actions are necessary and by when?)

1. Communicate the school-wide Tardy Policy to all stakeholders within the first week of school (August 2023)
2. Continue to implement the school-wide Tardy Policy (August 2023)
3. Improve structure of In-School Suspension, which is the most used consequence for excessive tardiness (August 2023)
4. Increase verbal communication with parents when students repeatedly violate the school-wide Tardy Policy (May 2024)
5. Provide incentives and rewards for students who meet expectations by getting to school and class on time (May 2024)
6. Refer students with excessive tardies to the Counselor and/or Social Worker

Goal #3: School Selected

Evidence: (How do we monitor progress?)

Monitor discipline referrals, which occur every 6th tardy (i.e. 6, 12, 18, 24, 32)

Review Tardy Report every 6 weeks

Outcomes: (How do we measure success?)

Decrease in the number of discipline referrals for tardies

Decrease in the total number of tardies

Reflection: (What do we do if goal is met or not met?)

When the goal is met - Student incentives

When the goal is not met - Review Tardy Policy, review data to adjust and/or redefine Critical Actions, partner with district personnel for additional resources to support progress, Accountability Conversations with students and parents