



North Cobb High School 2017-18 Cobb Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements <i>(Current School Year Plan and Evaluation of previous year's plan due September 1)</i></p>					<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>			
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Collaborate with content-specific teachers to organize and examine student progress through PLC's (Three big ideas and four questions).</p> <p>Analyze and apply data to provide interventions and adjust instruction.</p> <p>Collaborative grouping to target 9th grade using SRI/SMI data.</p> <p>Monitoring of lower quartile students in Math and English through the Graduation Task Force.</p>	<p>SLO EOC AP Tests EOPA</p>	<p>Administration Teachers Students</p>	<p>Updated data. Content specific, instructional resources. Unit Plan and PLC collaborative template. Continued professional development.</p>	<p>Teachers collaborated with content area teachers weekly to monitor student progress and adjust instruction.</p> <p>Additional professional development and planning provided to teachers to analyze data/adjust instruction.</p> <p>Graduation Taskforce to monitor progress and provide support.</p> <p>80% graduation rate for high-risk seniors.</p> <p>Targeted professional development for data monitoring through PLC's.</p> <p>Office 365 utilized to collect common assessments and student data.</p> <p>Instructional framework implemented through professional development. This includes assessment strategies for each class period.</p> <p>Questions uploaded in CTLS.</p>		



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<p><i>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>Weekly PLC meetings (every Tuesday) to create and revise formative assessments to monitor student progress and adjust instruction.</p> <p>Professional learning on assessment strategies.</p> <p>Utilize Touchstone and Student Learning Objectives via CTLS.</p>	<p>Formative Assessments SLO Touchstone (collected in CTLS) Collaborative team meeting minutes</p>	<p>Teachers TTIS Administration</p>	<p>Common planning organized by content area</p>	<p>Office 365 utilized to collect common assessments and student data. Instructional framework implemented through professional development. This includes assessment strategies for each class period. Questions uploaded in CTLS.</p>	
<p><i>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Local and district wide collaborative efforts to identify PLC needs among faculty and address district wide PLC developments.</p> <p>Progress monitored by unit plans and team minutes that emphasize the three big ideas and four questions of a PLC.</p> <p>School wide professional learning on instructional learning, assessment and application in PLC's.</p> <p>Continued development of local PLC "Guiding Coalition."</p>	<p>TKES Ratings EOC SLO</p>	<p>Administration Teachers</p>	<p>TTIS Unit Plan Collaborative Log Professional Development Funds</p>	<p>Detailed professional learning schedule provided to teachers at the beginning of the school year. Outlined instructional framework ideal for high functioning PLC's. Creation of administrative PLC to monitor progress through 365. Regular administrative attendance for content specific meetings. Continued professional development— Opening, Work Session, and Closing.</p>	



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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>SRI data to guide instruction based on Lexile levels.</p> <p>Implementation of Read 180.</p> <p>Use of Systems44 to improve reading comprehension among lower performing students.</p> <p>Provide professional development for teachers on reading strategies.</p> <p>Targeted interventions through before/after school tutoring for students with a grade below a 73.</p>	<p>Lexile Growth SRI EOC Formative assessments</p>	<p>Teachers Students Administration Lead teacher</p>	<p>Previous Lexile scores. Licenses and /or staffing to accommodate freshmen, SWD, and/or ELL students who need to be served via Read 180</p>	<p>Content area teachers continue to increase reading opportunities within the context of their curriculum. Warrior Wednesday implemented for targeted interventions. Based on SRI results, more students will be identified to participate in Read 180. Data tracking template provided to teachers/collaborative teams and submitted through Office 365 and updated weekly.</p>	
<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Improve math skills by providing weekly remediation or enrichment through before/after school programs (EOC-backwards design.)</p> <p>Continued use of Touchstone assessments/assessment items via CTLS.</p> <p>Targeted interventions by certified math teachers through after school tutoring for students with a grade below a 73.</p> <p>School wide screening of all 9th graders through SMI.</p>	<p>SMI EOC SLO Ongoing formative assessments</p>	<p>PLC Committee Teachers Students Administration</p>	<p>73 and below collaborative document. Computer-based program recommendations directly correlated to SMI results and/or professional learning opportunities. 20-Day Funds</p>	<p>Warrior Wednesday implemented. Students in Literature and Math were assessed using Touchstones. Teachers received PL from TTIS and Assessment personnel on Touchstones and effectiveness of CTLS. Certified teachers in each core content area provided tutoring to failing students (fall and spring). Ongoing data analysis for targeted interventions.</p>	

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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Identify teachers to provide remediation for core courses via continuous targeted remediation— provided through Grad Point and small group tutoring sessions before/afterschool.</p> <p>Targeted remediation at 4, 8, 12, and 16 week marking period through GradPoint.</p> <p>Tutoring opportunities via After School Program, Course Extension, and Credit Recovery.</p> <p>Literature repeater classes offered as GradPoint repeater courses with priority given to students who failed more than once, and offered to all student who have failed 9th and American Literature for second semester.</p> <p>Graduation Task Force to monitor and support students that are credit deficient.</p> <p>Monitoring and supporting to students within bottom quartile (math and ELA).</p> <p>Use of PLC's to identify and support struggling students (73 and below).</p>	<p>Ongoing formative assessments</p> <p>Students' grades in core courses</p>	<p>Warrior Wednesday Committee</p> <p>Teachers</p> <p>Students</p> <p>GradPoint</p> <p>Teachers</p> <p>Counselors</p>	<p>Bottom quartile identification process</p> <p>20-Day Funds</p> <p>30 classroom computers</p>	<p>Warrior Wednesday Committee devised a plan for remediation among other course offerings through the program.</p> <p>GradPoint offerings to provide remediation at marking period intervals and throughout afterschool tutoring sessions.</p> <p>Students received opportunities tom improve academic performance via After School Program and Course Extension and Credit Recovery.</p> <p>Literature teacher implemented GradPoint to service students who failed 9th Lit/Comp. Am Lit/Comp may be rolled out in the future based on number of students and needs.</p> <p>Regular meetings with graduation task force teachers and students.</p> <p>Individual support provided as needed.</p> <p>Working to complete through accountability.</p> <p>Document submitted through 365 and regular reports generated to monitor progress and provide remediation.</p>	
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<p>7. Other: <i>(Priorities specific to school.)</i></p>	<p>Continue administrative support for teacher collaboration in PLC's.</p> <p>Provide regular feedback to faculty and staff on achievement of goals.</p> <p>Blended distance learning.</p> <p>Cross curricular collaboration to provide varied learning experiences.</p> <p>Freshman Academy.</p> <p>Student Connect.</p>	<p>Collaboration Log Documentation of regular communication</p>	<p>Administration College and Career Readiness committee</p>	<p>School-wide calendar to include collab locations and times as well as regularly scheduled feedback times</p>	<p>Content area collaboration was held weekly with admin participation. Special emphasis was placed on EOC courses for student growth measurements. Half-day professional development designated to PLC guiding coalition.</p>	
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Board Goal 2: *Differentiate resources for students based on needs.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;">Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Continued implementation of Bio Technology and Honors Biology class where students can earn multiple credits.</p> <p>Algebra/Geometry year-long hybrid course for students who fail Algebra to get them back on track for graduation.</p> <p>Essentials of Healthcare and Human Anatomy class which students can earn multiple credits.</p> <p>Literature circles based on Lexile levels.</p> <p>Content specific reading strategies.</p> <p>Advanced Scientific Research project with emphasis in either science or humanities. ASR project will determine course sequencing based on need.</p>	<p>Synergy entries for formative and summative assessments.</p> <p>Percentage of students successful at midterm and final.</p> <p>Increased percentage of students passing courses.</p>	<p>Dr. Gorlin Algebra I and Geometry teachers. Health Science teachers. Broad field Physics or Chemistry teachers.</p>	<p>Extended Day funding for at least two teachers to create a section or sections for suggested courses.</p> <p>Physical Science textbooks, equipment updates and replacements.</p>	<p>Additional sections were created and will continue for the 2017-2018 school year.</p> <p>Continued conversations will be held to identify students who qualify for the Algebra/Geometry combo course.</p> <p>Essentials of Healthcare and Human Anatomy combo course was created and students earned two credits for successful completion. Implemented through Warrior Wednesday and Read 180.</p> <p>Lead by collaborative teams and documented through collaborative logs.</p>	



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<ol style="list-style-type: none"> 1a. Administer SRI to all freshmen, SWD, and ELL students. 1b. Increase the number of student placements in Read 180. 1c. Continue ESL and Special Education Read 180 Program. 2a. Administer SMI to all freshmen, SWD, and ELL students. 2b. Use computer-based test practice modules (GOFAR, USA TestPrep, McGraw-Hill, etc.) to simulate online testing environments. 3a. Identify seniors and other grade level students who need 7+ credits for graduation 3b. Determine if courses needed are for recovery or first time courses 3c. Meet with students and parents to discuss recovery/first time opportunities 3d. Initiate in-school and out-of-school opportunities for students to complete recovery/first time courses with computer-based programs. 	<ol style="list-style-type: none"> 1. Lexile scores from SRI 2. Quantile scores from SMI 3. Performance in GradPoint or other computer-based program 	<p>Administrati on Counseling Department</p>	<p>Read 180 and Systems 44 licenses for increased number of students Allotments to provide teacher(s) for Read 180/Systems 44 position(s) 20-Day Funds or Extended Day funding to compensate teachers</p>	<ol style="list-style-type: none"> 1a. SRI was administered to all freshman, SWD, and ELL students. 1b. Based on student results, we will continue to increase the number of students placed in Read 180 or Systems 44. 1c. ELL and Special Education Read 180 programs will continue. 1d. Will look to the 2017-2018 school year. Was unable to fit into 2016-2017 professional development calendar. 2a. SMI was administered to all freshmen, SWD, and ELL students. 2b. Teachers incorporated USA TestPrep primarily in SS classes. 2c. Unable to complete. Supplemented through parent nights with counseling. 1a. SRI was administered to all freshman, SWD, and ELL students. 1b. Based on student results, we will continue to increase the number of students placed in Read 180 or Systems 44. 1c. ELL and Special Education Read 180 programs will continue. 2a. SMI was administered to all freshmen, SWD, and ELL students. 	
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					<p>2b. Teachers incorporated USA TestPrep primarily in SS classes.</p> <p>3a. Counselors identified students who needed 7+ credits for graduation</p> <p>3b. Courses were identified as first time or recovery courses.</p> <p>3c. Counselors met with parents to discuss opportunities for students to get back on track.</p> <p>3d. Students were enrolled in GradPoint courses or GAVS/CVA courses to meet their needs.</p>	
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<p>Blended world geography and current issues course. Provides additional social studies credit and local curriculum promotes cross-curricular instruction.</p> <p>Dual enrollment opportunities and Move On When Ready support provided through counseling.</p> <p>Course extension and remediation programs facilitated through Grad Point.</p> <p>Distance learning provided 4th block in the Freshman ID lab.</p>	<p>Percentage of freshman students that acquire an additional social studies credit.</p> <p>Percentage of upperclassmen that receive college credit.</p> <p>Promotion rate of at risk students.</p>	<p>Certified Staff</p>	<p>20 day funds.</p> <p>Technology required for distance learning.</p>	<p>Not measured.</p>	



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<p>Other: (Priorities specific to school.)</p>	<p>AP Access and Support School. AP Merit School. AP Achievement School. AP Humanities School.</p> <p>Magnet advisors to focus on strategies that increase holistic success in the magnet program.</p>	<p>AP Participation and Performance (College Board)</p>	<p>Magnet Department</p>	<p>Ongoing professional development among AP faculty. Continue to develop enrichment program processes- for AP Programs (ex. Student identification, etc.)</p>	<p>North Cobb continues to maintain identified AP designations. Mr. Auld acts as the Magnet Advisor. He works with teachers, students, and parents.</p>	
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Student liaisons to assist in school functions and important information for parents via email and phone.</p> <p>Student Connect to integrate new students to NCHS culture.</p> <p>Mobile web application-The Tribe.</p> <p>Academic evenings to review for high stakes tests (specifically EOC Milestones) – would need to be done twice a year.</p> <p>College Night.</p> <p>Hispanic Heritage night.</p> <p>Maintain and continue community involvement in both Acworth and Kennesaw (ABA-KBA).</p> <p>North CobbTube.</p> <p>Suggestion Box.</p> <p>Student recognition program that promotes academic achievements/progress.</p> <p>Principal Advisory Council.</p>	<p>Parent attendance at school functions (Formative) and stakeholder survey results.</p> <p>Student attendance at review nights.</p> <p>Parent attendance at parent forums and stakeholder survey results.</p> <p>Stakeholder Survey</p>	<p>Student Liaisons</p> <p>EOC Teachers and administrators</p> <p>Counseling department</p> <p>Administration and staff</p>	<p>Phone and email access (creating student emails)</p> <p>Food – either purchased or donated by community businesses.</p> <p>Speakers, communication to parents of upcoming events, and space to hold events.</p> <p>Support The Tribe through Super Fan U</p>	<p>Tribal Connections continues to assist in primary school functions. Additionally, the newly created Diversity Council has provided insight and communication.</p> <p>Student Connect and the Freshman Leadership team continue to facilitate Warrior 101.</p> <p>The Tribe averages over 13,000 engagements per day.</p> <p>College Night took place 1st and 2nd semester.</p> <p>Hispanic Heritage night was facilitated by HOPE club.</p> <p>Recognized by ABA as School of the Year and supported charitable causes in both Acworth and Kennesaw.</p> <p>North CobbTube documented live broadcasts.</p> <p>Suggestion box provided guidance to key school personnel.</p> <p>Monthly recognitions throughout the year rewarded students that demonstrated success in and out of the classroom.</p>	<p></p>



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p>	<p>Increased membership in PTSA.</p> <p>Maintain parental involvement in Warrior 101.</p> <p>Magnet Foundation and Advisory Board.</p> <p>Parent participation in homecoming, parade, screen on the green, canned food drive, and other school related activities.</p>	<p>Number of PTSA members in good standing</p> <p>Parent attendance on the first Wednesday of each month.</p> <p>Support for student driven initiatives</p>	<p>PTSA Office staff</p> <p>Counseling Administration</p> <p>Magnet Coordinator</p> <p>Magnet Advisor</p>	<p>Assistance in payment of dues for non-teachers</p> <p>Direct calls to each new parent</p> <p>Magnet 501c3</p> <p>Community partners to help fund student programs</p>	<p>PTA membership increased, but participation did not.</p> <p>Ms. Darcy continues to provide support to non-English speaking students and families.</p> <p>Parents attend Warrior 101.</p> <p>Continues to meet and guide Magnet related decisions.</p> <p>Parent volunteers support Tribal Connection initiatives.</p> <p>Awarded monthly.</p>	
<p>Other: (Priorities specific to school.)</p>	<p>Stakeholder engagement.</p> <p>Partner in Education development.</p> <p>“We are Orange” marketing campaign.</p> <p>Meet with School Council, PTSA, Business Associations, etc.</p>	<p>Student involvement and performance</p> <p>Student satisfaction on stakeholder survey</p> <p>Meeting minutes</p>	<p>Warrior Wednesday Committee</p> <p>Student Leadership Team and Tribal Connections</p>	<p>TKES survey results</p>	<p>Participation in a variety of community events and committees provided a unique platform to engage students, parents, and community members.</p> <p>Acquisition of new and retention of all community partners.</p> <p>We Are Orange was branded through marketing material and digital media.</p> <p>Attended and facilitated regular meetings.</p> <p>Announcements were communicated through Tomahawk Today, the Tribe, and a well maintained school website.</p>	



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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Provide school wide professional learning on instructional framework and assessment.</p> <p>Training and support for teachers during common planning/collaboration time.</p> <p>New teacher academy.</p> <p>Teacher mentors for new teachers.</p>	<p>Teacher results on stakeholder survey.</p> <p>Trainings occurring in each department and collaboration log data</p>	<p>Administration Teacher Leaders Department Leaders, Administrators, and Teachers</p>	<p>Teacher input on useful training sessions.</p> <p>Teacher input on trainings, and teachers willing to train each other.</p>	<p>Professional development was held during planning to address: Instructional framework and assessments.</p> <p>Professional development funds used to pay for subs.</p> <p>Meeting once a month to discuss best practices.</p> <p>Assigned to each new teacher.</p>	
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Identify teachers who scored Level 1 and Level 2 for standards based on teachers' walkthroughs and formative assessment- Assign professional learning through the TKES platform as needed.</p>	<p>TKES Data</p>	<p>Administrators</p>	<p>HR Evaluation Office support</p>	<p>Instructional specialized assisted in observations and feedback.</p> <p>Observation hours were assigned and additional professional development recommended.</p>	



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<p>Other: (Specific to school.)</p>	Encourage teachers to obtain additional endorsements and/or certifications.	Course Completion	Teachers Magnet Adviser	District provided information regarding programs offered and the value of the endorsements/certifications	Teachers were recommended for the Gifted Endorsement and teachers participated in the Teacher Leader Program.	
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