

School Name: North Cobb High School
Monitoring Date: August 1st – May 21st

GOAL #1 Literacy	To increase the percentage of 10 th grade ELA learners passing the English Literature & Composition 2 End-of-Course exam from 82.7% (2, 3, and 4 achievement level) to 85.7%.		
Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?	
All teachers will administer short, weekly, timed, in-class formative reading comprehension assessments related to their course content.		Performance Target: Students will show growth in reading comprehension as evidenced by improved scores on common formative assessments that include content-specific reading passages.	
		Implementation (include person responsible): Guiding Coalition members will provide professional learning in comprehension strategy instruction. CCC's will identify new subject-specific reading passages and administer a short common assessments to measure student reading comprehension weekly.	
		Artifacts: Data from common formative assessments that include content-specific reading passages will be reported through the CCC process.	
		Progress Monitoring: Assistant principals and department leaders will monitor strategy implementation using CCC logs and assessment data. CCC's and individual teachers will monitor student progress on reading comprehension with the common formative assessments.	
Teachers of Ninth and Tenth Literature courses will implement morpheme instruction at the beginning of each unit to help students build vocabulary skills, as measured by Department Walkthroughs and CCC Unit Agenda and Logs.		Performance Target: Students will show growth in reading comprehension as evidenced by scores on common formative assessments based on morpheme instruction.	
		Implementation (include person responsible): Teacher Leaders provide direction on morpheme instruction to ninth and tenth grade literature teachers and then the teachers will provide morpheme instruction to students.	
		Artifacts: Student work samples using morpheme instruction will be reviewed during weekly CCC time. Teachers will provide common reading assessments containing the morphemes taught during each unit and present data during CCC time.	
		Progress Monitoring: Administrators and literature department head will monitor implementation using CCC logs and assessment data. Teachers will monitor student progress on reading comprehension with common formative assessments.	

GOAL #2 Math	FAY 2026 students taking Algebra: Concepts and Connections will increase overall EOC pass rate by 3% (from 80% to 83%).	
Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Students will participate in setting learning goals and monitoring their content mastery of each standard at the end of every six weeks grading period, as indicated by Goal Setting/Self Tracking Sheets.		Performance Target: Algebra 1 students will improve performance and engagement using goal setting growth mind set strategies.
		Implementation (Ms. Botella/Ms. Hicks): Administrators/Teacher Leaders will provide instruction on goal setting and monitoring for Algebra 1 teachers. Algebra 1 teachers will implement goal setting and monitoring with students. Students will monitor their progress and complete personal reflections after each six-week grading period.
		Artifacts: Students will record goals and monitor progress in writing. Student goal monitoring and reporting samples will be presented during CCC.
		Progress Monitoring: Algebra students, classroom teachers, and Ms. Botella will examine how students are progressing towards meeting their independent goals. Our SPEAR period (Intervention) can be used for conference time with students to discuss their progress.
Algebra: Concepts and Connections teachers will implement one constructed response/error analysis problem (DOK 3) weekly as a warm-up as indicated by Department Walkthroughs and CCC Unit Agenda and Logs.		Performance Target: Algebra 1 students will improve problem solving, ability as evidenced by weekly warm-up activities
		Implementation (include person responsible): 9 th Grade Administrator Ms. Botella and the Algebra CCC team members will collaboratively create weekly warm-up. The Algebra team will review data from the warm-up in CCC.
		Artifacts: Formative assessments and CCC unit agenda/logs.
		Progress Monitoring: Administrators will visit algebra classrooms and discuss observations with 9 th Grade Administrator Ms. Botella.

GOAL #3 Discipline (School-selected)	To decrease the total number of tardies accumulated by students in one school year.		
Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?	
Communicate the school-wide Tardy Policy to all stakeholders, emphasizing the importance of attendance, through class meetings at the beginning of the school year and through weekly homeroom meetings throughout the school year.		Performance Target: Decrease number of tardies.	
		Implementation (include person responsible): North Cobb's Homeroom/Advisement Committee will develop school-wide lessons on being punctual to school and class. Administrators will monitor students' tardies and conference with students that have a pattern of being tardy. Administrators will also involve families and the school social worker as needed. The tardy policy will be communicated at meet and greet as well as open house. The policy will also be communicated to parents in the weekly e-blast. Finally, all homeroom advisers will get weekly tardy data from the discipline clerk and conference with the student and contacting home as needed.	
		Artifacts: Lessons on being on time and weekly reports from LAS tardy machines will be examined during the operational time of North Cobb's weekly Admin meetings. Data records will be kept by homeroom and shared with advisers throughout the school year.	
		Progress Monitoring: 9 th Grade Administrator Dr. Sparks will run 9 th grade reports on tardies and assistant principals David Bell/Mark Giles will run reports on 10-12 th grade student tardies. Discipline data will be reviewed and shared monthly.	
Assign individual duty stations for staff within the first week of school to increase visibility during transitions measured by administrator weekly observations and bi-weekly reports during administrative meetings.		Performance Target: Decrease the number of office discipline referrals earned during transitions and/or unstructured time.	
		Implementation (include person responsible): Administrators assign teachers duty stations. Teachers will supervise hallways, restrooms, and high-traffic areas. Additionally, teachers will encourage students to go directly to class.	
		Artifacts: Discipline referral reports	
		Progress Monitoring: Assistant principals will be checking their assigned areas to make sure that teachers are supporting supervision efforts during each transition. Discipline data will be reviewed monthly and shared with staff.	

Final Notes
Principal Signature
Assistant Superintendent