



2017 - 2018

Local School Plan for Improvement

Norcross High School

William Bishop, *Principal*

Dr. Steven Flynt, *Associate Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

• Long Term Goal

Norcross High School will increase the four year cohort graduation rate to 82% by the end of the 2019-2020 school year.

o Annual Goal

Norcross High School will increase the CCRPI on-time, four year graduation rate from 70% to 76% for the 2017-2018 school year.

Implementation Design

• Building Parent Capacity

In support of increasing the graduation rate at NHS and in an effort to build parent capacity, we have provided opportunities for parent participation through activities that support student learning and success including program decision making. The activities and support that we have provided are: the Title I Planning Meeting, Attendance workshop, helping parents access student grades and attendance through the Parent Portal, Parent Center office hours to provide parents with individual advisement meetings, supporting the PTSA Catalyst lunches, and Senior Parent Night. Additionally, training will be provided twice each semester to build the capacity of staff as well.

• Course Remediation

(a) Through Title I and local funds, Norcross High School will offer free credit recovery sessions in the Fall and Spring. Instructors will teach courses in Science, Language Arts, Math, and Social Studies. Students who participate previously failed with a final grade of 60-69. Upon successful completion of credit recovery, they will not need to repeat classes in summer school or next spring and will therefore be able to stay on track in their coursework.

(b) Georgia Virtual Online Credit Recovery will be offered during all Guided Study classes. Counselors will create a list of students who previously failed a course with a grade of 60-69. The online credit recovery program will focus on students with good attendance and behavior. Additional students will be added as others complete their courses.

(c) In 2017, Norcross High School paid for 250 summer school registrations as well as transportation for Reg Ed, and ELL students through Title I funds. Many students successfully completed their courses and got back on track for graduation. The 2017-18 Title I budget includes funding for 300 summer school registrations (\$250 each) as well as transportation.



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- **Gateway Intervention**

(a) Seniors who have not passed one or both of the Gateway assessments have been identified and have been placed in a senior language arts that will emphasize the development of writing skills. The class will embed science and social studies content and include a focus on document analysis, outlining techniques, paragraph development, and test taking strategies.

(b) The Spring 2017 First-time Science Gateway pass rate was 77%, but the pass rate for retesters was 33%. Most retesters sit in a College Prep Physics class where the pass rate was 37%. Biology and Chemistry teachers receive literacy professional learning each year. This year Physics teachers will receive additional professional learning so they can learn and implement reading and writing strategies to ensure student success.

(c) For Spring 2017 the overall pass rate for first time testers for World History Gateway was 64%. This included a pass rate of 43% for College Prep World History, 0% for Resource classes, 14% ELL students, and 81% for Honors World History. To improve this data and to provide more success for retesters (often Economics and Political Systems students) we will implement additional literacy strategies in these courses. Professional learning will be provided to these teachers to assist in implementation.

- **Long Term Goal**

Norcross High School will increase student achievement for all students in the areas of Language Arts, Math, Science, and Social Studies.

- o **Annual Goal**

Norcross High School will increase the academic performance in the core academic subjects for all students on all Milestone exams. In addition, the success rate in all courses will increase.

Implementation Design

- **Building Parent Capacity**

In support of increasing student achievement in Math, Language Arts, Science, and Social Studies at NHS, we coordinate ongoing workshops and events that are geared towards helping parents understand the subjects and assessments that their students are given while allowing them the opportunity to appreciate and understand what their students are learning. Workshops help parents learn strategies and give them resources which can be used at home to help improve their students' skills.

- **Admin/Department Plans for Improvement**

Each Assistant Principal will develop a plan for improvement for the department they work with. The goals will include (a) increasing course success rate (b) increasing standardized test scores.

- **Literacy Across the Curriculum**

Teachers will implement instructional strategies that allow students to successfully learn the AKS while also developing their literacy skills. Initial work began at Title I Professional Development over the summer that focused on embedding reading, writing and critical thinking in each content area. Additional training to support teachers will take place in mid-August for select teachers in core content areas (MAX training). Teachers will review and learn reading and writing strategies that will be modeled using content being taught this semester.



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- **Monitoring Student Learning**

Teachers will closely monitor students' progress to ensure learning and implement interventions when necessary. Professional learning (whole school or department) will be developed, implemented and monitored in classrooms. Potential approaches include using technology to assess student learning, having students self assess their progress, using scripted questioning in class, implementing highly effective formative assessments and effectively using data.

- **Planning for Student Success**

To increase effectiveness in classroom instruction, teachers will

- (a) Identify essential standards
- (b) Create a pacing calendar that emphasizes key standards, includes time to reinforce prerequisite skills when necessary, and allows remediation time before the summative assessment
- (c) Embed IB MYP concepts and literacy into units
- (d) Make remediation materials available to students through eClass

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact.