

For each School Strategic Plan goal, identify progress on any action steps.
 Provide data to support the impact/implementation.
 Implementation artifacts and evidence for impact should align to the SSP.

School Name: Kell High School

Monitoring Date: 2024-2025 School Year

GOAL #1
Literacy

The percentage of students performing at the Approaching Target and Met Target levels in the Reading Informational text standard on the American Literature EOC assessment will increase from 59.4% to 62.4% during the 2024-25 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?
<p>1. American Literature teachers will implement a common annotation practice tool twice per unit that emphasizes the Informational Reading standards. Progress will be assessed through formative assessment using Microsoft Forms.</p> <p>2. American Literature teachers will implement bellringers via Quizziz twice weekly where students determine the meaning of unfamiliar words through context clues in informational, nonfiction texts. Progress will be assessed through Quizziz data and questions related to context clues on common summative assessments.</p>	Fall of 2024	<p>Performance Target: All American literature teachers will implement and use a common annotation practice tool that emphasizes the Informational Reading standards throughout each unit of study starting in August of 2024 and continuing through May of 2025.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • June 4-5: The American Literature Collaborative Team work together to revise, update, and finalize annotation tools to apply to informational texts being read throughout the 2024-25 school year. • August-May: The American literature CCC collaborates once a week to choose and implement informational texts relevant to each unit of study. • August-May: Informational text, implementation date(s), and assessment plan(s) submitted via CCC notes and unit plans in Microsoft TEAMS American Literature CCC folder. • August-May: Students read and apply common annotation tool for assessment twice per unit. • August-May: Administration (A. Sanders) monitor planning and implementation of common annotation tool and assessment analysis via Microsoft TEAMS documents and CCC/Classroom observations. <p>Artifacts: Informational texts used for instruction in each unit. Annotation tool documents shared with students.</p>

CCC notes and Unit plans that show dates of implementation as evident in Microsoft TEAMS American literature folder.

Common assessments and data analysis as evident in Microsoft TEAMS American literature folder.

Progress Monitoring:

Teachers will monitor student progress on the Reading Informational Texts standard **twice per unit** through weighted and unweighted formative assessment. Progress will also be monitored on summative assessments through questions that target this standard.

Administration will monitor planning and implementation of common annotation tool and assessment analysis via Microsoft TEAMS documents and CCC/Classroom observations.

GOAL #2 Math	Kell High School will increase the proficiency level on the Algebra EOC by 2%.
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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?
Foundations of Algebra and Algebra teachers will implement two inquiry-based problems weekly as a warmup in the opening session as indicated through weekly walkthroughs.	Fall of 2024	<p>Performance Target: 100% of Algebra and Foundations of Algebra teachers will implement the use of inquiry-based problems two times a week during the opening session of class.</p> <p>Implementation (include person responsible): To support student mastery, Foundations of Algebra and Algebra teachers will incorporate two inquiry-based problems into their warm-ups each week. The teachers responsible will ensure this is done consistently, with oversight by the department administrator, Oneisha Young.</p> <p>Data Collection & Analysis:</p> <ul style="list-style-type: none"> • Data Collection Form: Teachers will utilize a standardized form to collect and track student performance on inquiry-based problems. • Data Review: The collected data will be analyzed weekly during Collaborative Team (CT) meetings, where teachers will discuss student progress, instructional strategies, and areas for adjustment. • Data Pull & Review Schedule: Data will be pulled every two weeks, with the first collection starting August 1. This schedule will allow for ongoing review and real-time adjustments to instruction based on student needs. <p>June 2024 Preplanning: FOA and Algebra 1 teachers meet two days to identify priority standards and begin planning for the upcoming school year.</p> <p>July - August: Setting the Foundation</p> <ul style="list-style-type: none"> • Teacher Training & Orientation: Provide professional development on incorporating inquiry-based problems in warm-ups. Train teachers on how to utilize the standardized data collection form. Set expectations for weekly Collaborative Team (CT) meetings, focusing on data-driven instruction. • Initial Data Collection: Teachers begin incorporating two inquiry-based problems into warm-ups weekly. Start data collection using the standardized form. • CCC Meetings: Begin weekly CT meetings to analyze student data, discuss student progress, and adjust instructional strategies. • First Data Pull (August 15): Administration pulls data for review, ensuring teachers are following the process. Provide feedback on initial data collection methods. <p>September - May: Refining Instruction and Targeted Support</p>

Cobb County School District SSP MS/HS

- **Continuous Problem Incorporation:** Teachers continue incorporating inquiry-based problems and collecting data.
- **Data Reflection & Problem Revision:** Teachers reflect on inquiry-based problems that have worked best for supporting student mastery. Revise problems as needed for the upcoming months.
- **CCC Meetings:** Focus on refining instructional strategies based on the data. Identify students needing additional support and adjust teaching methods accordingly.
- **Bi-weekly Data Pull & Review (Sept 3 & 16, Oct 7 & 24, Nov 4 & 18, Dec 2 & 16, Feb 3 & 24, March 10 & 17, March 31 & April 21, May 5 & 18):** Pull and review data to monitor student progress and consistency in data collection. Begin identifying trends and areas for improvement. Administrators meet with CT leaders to review school-wide trends and needed supports.
- **Final Data Pull & Review 5:** Administration completes final data review to summarize overall student performance and identify areas for future improvement.

Artifacts:

To demonstrate the implementation process, two inquiry-based problems will be introduced each week during the opening session. Teachers will document the progress, development, and analysis of these problems in their weekly collaborative team meeting minutes and Professional Learning (PL) agendas, which will be centrally stored in the FOA and Algebra I Teams folder for easy access and review

Progress Monitoring:

Teachers will review and analyze the data from these problems during their weekly collaborative team meetings. This data will be compiled in a standardized format (Microsoft Form) for consistent weekly evaluation and closely monitored by the administration to ensure ongoing progress.