COBB COUNTY
SCHOOL DISTRICT

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: Kennesaw Mountain High School

Monitoring Date: June 15, 2024

GOAL #1 Literacy	The percentage of students performing at the Approaching Target and Met Target levels in the Key Ideas and Details domain on the American Literature End-of-Course assessment will increase from 64.8% to 67.8% 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?
11th grade American Literature and Physics teachers will implement Notice and Note nonfiction close-reading strategies in conjunction with informational text relevant to their content at least every three weeks, through five cycles, as documented by completion of a Microsoft Form.	July 25, 2024	**Performance Target:** 100% of American Literature and Physics teachers will implement Notice and Note nonfiction close-reading strategies in conjunction with a relevant information text every three weeks starting in August of 2024 and continuing through May of 2025.
		Implementation (include person responsible**):** • August 19: Training provided in the use of Notice and Note nonfiction strategies. (Mike Woodall & Kevin Williams, American Literature and Physics teachers) • August: Create Microsoft Form for teachers to submit informational text and date of implementation. (Administration) • August/September: Provide posters with Notice and Note nonfiction strategies for teachers to hang in classrooms. (Administration) • August/September: Provide teachers with handouts and bookmarks with Notice and Note nonfiction strategies to distribute to students in classes involved. (Mike Woodall & Kevin Williams) • August-May: Collaborate to find relevant texts for their courses. (American Literature and Physics CCCs) • August-May: Students read an information text relevant to their course at least once every three weeks, utilizing Notice and Note nonfiction reading strategies to focus on key ideas and details in the text. (American Literature and Physics teachers)

- August-May: Submit the text and the date of implementation via a Microsoft Forms link provided by administration. (American Literature and Physics teachers)
- August-May: Monitor utilization via involved teachers' documentation in Microsoft Forms. (Administration)

Artifacts:

Informational texts used by teachers during each cycle of implementation

Dates of classroom implementation as evident from Microsoft Forms

Notice and Note materials that are distributed to students

Progress Monitoring:

GOAL #2 **Math**	KMHS will increase Content Mastery by 1 point (target of 80.29 based on 2023 CCRPI result; subject to adjustment once 2024 numbers are available) as measured by the Algebra EOC.	

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?**
Algebra and Foundations of Algebra teachers will implement one constructed response/error analysis problem (DOK 3) weekly as a warm-up as indicated by bi-weekly walk-throughs.	July 25, 2024	**Performance Target:** 100% of Algebra and Foundations of Algebra classes will implement one constructed response/error analysis problem (DOK 3) weekly as a warm-up. **Implementation (***include person responsible***):** • By preplanning: All Algebra/Foundations of Algebra teachers and administration will read Recommendation 1: Use solved problems to engage students in analyzing algebraic reasoning and strategies. (Administration, Algebra/Foundations of Algebra teachers) • Preplanning: Algebra/Foundations of Algebra teachers will create a check list/look-for document for administrators to use during walk-throughs. (Algebra/Foundations of Algebra teachers) • August - December: Algebra/Foundations of Algebra teachers will begin using worked samples to solve problems with students on a weekly basis through warm-ups. Teachers will gradually release students from whole-class modeling to working with a partner to individual work. Copies of problems will be linked in CCC files. (Algebra/Foundations of Algebra teachers) • September: Algebra/Foundations of Algebra teacher planning day (Administration, Algebra/Foundations of Algebra teachers) • September – December: Biweekly walk-throughs to collect evidence using look-for document. (Administration) • January – May: Algebra/Foundations of Algebra teachers will introduce incorrect solved problems and use them in addition to worked samples. For incorrect solved problems, teachers will gradually release students from whole-class modeling to working with a partner to individual work. Copies of problems will be linked in CCC files. (Algebra/Foundations of Algebra teachers) • January – May: Biweekly-walk throughs to collect evidence using look-for document. (Administration) • February: Algebra/Foundations of Algebra teacher planning day (Administration, Algebra/Foundations of Algebra teachers) • August-May: Each Summative assessment will include an open response problem to track student progress. Each problem will have a rubric where the teacher can score the student. (Algebra/Foundations of Algebra teachers)

Artifacts: Warmups utilized in each class Administrator walkthrough check list results	
Progress Monitoring:	

GOAL #3 School Selected	KMHS will decrease the percentage of students who have 18 or more unexcused absences to 2.3% in the 2024-2025 school year from 2.6% during the 2023-2024 school year as measured by daily attendance of students enrolled at the end of the 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?
Administration and counseling will implement three cycles of attendance support during iBlock as indicated by student assignment to attendance support iBlock.	August 27, 2024	**Performance Target:** 100% of the three designated attendance support iBlock sessions will be implemented by administration and counseling as indicated by student assignment to attendance support iBlock.
		Implementation (*include person responsible***):** August-September: Administration and counselors develop lessons for attendance support iBlock. Late August: Administration selects 10 students for attendance support iBlock based on number of unexcused absences accumulated to that point. September thru mid-October: Administration and counseling provide 5-week (10 meetings) attendance support iBlock session. Early October: Administration selects 10 students for attendance support iBlock based on number of unexcused absences accumulated to that point. Students who have previously received the support session will not be selected again. Mid-October thru November: Administration and counseling provide 6-week (12 meetings) attendance support iBlock session. Late January: Administration selects 10 students for attendance support iBlock based on number of unexcused absences accumulated to that point. Students who have previously received the support session will not be selected again. February thru March: Administration and counseling provide 6-week (12 meetings) attendance support iBlock session.
		Artifacts: Synergy schedules of students in iBlock attendance session. Lessons used with students assigned to attendance support iBlock. Number of unexcused absences prior to, during, and after the attendance support iBlock.
		Progress Monitoring:

Final Notes

Principal Signature

Assistant Superintendent