

*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, 2025

**GOAL #1
Literacy**

The percentage of 10th grade students performing at “Early On Grade Level” or above on the iReady assessment will increase from 55.5% to 58.5% during the 2025-26 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?**

10th grade on-level and Honors Lit/Comp II, Chemistry, Environmental Science, and World History 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,
2025

Performance Target:

100% of on-level and Honors Lit/Comp II, Chemistry, Environmental Science, and World History teachers will implement Notice and Note nonfiction close-reading strategies in conjunction with a relevant informational text every three weeks starting in August of 2025 and continuing through May of 2026.

Implementation (include person responsible):

- August 18: Training provided in the use of Notice and Note nonfiction strategies. (Niki Jaquish & Kevin Williams, Lit/Comp II, Chemistry, Environmental Science, and World History 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. (Administration; Niki Jaquish & Kevin Williams)
- August-May: Collaborate to find relevant texts for their courses. (Lit/Comp II, Chemistry, Environmental Science, and World History CCCs)

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- August-May: Students read an informational 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. (Lit/Comp II, Chemistry, Environmental Science, and World History teachers)
- August-May: Submit the text and the date of implementation via a Microsoft Forms link provided by administration. (Lit/Comp II, Chemistry, Environmental Science, and World History 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

Progress Monitoring:

The administrative team will review the informational text submissions every six weeks to monitor implementation of the strategy.

GOAL #2 Math	KMHS will increase Content Mastery of students who take the EOC at KMHS from 87.8% to 88.8% as measured by the Algebra EOC.
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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?
Algebra and Foundations of Algebra teachers will implement a worked-out problem or error analysis activity three times per month in August-November and January-April as documented by completion of a Microsoft Form.	July 28, 2025	<p>Performance Target: 100% of Algebra and Foundations of Algebra classes will implement a worked-out problem or error analysis activity three times per month in August-November and January-April.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • August: Algebra/Foundations of Algebra teachers will identify lessons and pacing for worked-out problem or error analysis activities in each month. (Algebra/Foundations of Algebra teachers) • Worked-out Problems will be utilized as follows: <ul style="list-style-type: none"> ○ Algebra: August, January ○ Foundations of Algebra: August-September • Student explanation of worked-out problems will be utilized as follows: <ul style="list-style-type: none"> ○ Honors Algebra: August, January ○ Algebra: September, February ○ Foundations of Algebra: October-November • Student identification of error(s) in known incorrect problems will be utilized as follows: <ul style="list-style-type: none"> ○ Honors Algebra: September, February ○ Algebra: October, March ○ Foundations of Algebra: January-February • Student identification of incorrect problem from two worked-out problems will be utilized as follows: <ul style="list-style-type: none"> ○ Honors Algebra: October-November, March-April ○ Algebra: November, April ○ Foundations of Algebra: March-April • September: Algebra/Foundations of Algebra teacher planning day (Administration, Algebra/Foundations of Algebra teachers) <p>Artifacts: Problems used by teachers during each cycle of implementation Dates of classroom implementation as evident from Microsoft Forms Student samples of completed work</p>

Progress Monitoring:

The administrative team will review the problem submissions every month to monitor implementation of the strategy.

Final Notes**Principal Signature****Assistant Superintendent**