

School Name: Walton High School
Date: July 31, 2026

GOAL #1 Literacy	Increase the percentage of 10th-grade students meeting or exceeding the college and career readiness ERW benchmark from 92% to 93% as measured by the 2026-2027 PSAT. (2025-2026 PSAT = 92%)
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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?
ELA teachers who instruct 9th and 10th-grade students will integrate grammar instruction (No Red Ink) into the ELA curriculum at least once weekly throughout each unit, as measured by student achievement data and teacher feedback.		Performance Target: All ELA teachers for 9th and 10th grades will integrate No Red Ink instruction into the ELA curriculum throughout each unit of instruction. Implementation (including person responsible): Summer – No Red Ink Integration Planning Sessions – - Plan weekly No Red Ink activities for each unit. - Create 5 - 7 grammar-based questions for chosen assessments Preplanning –Data Review and Goal alignment – - Review PSAT and other achievement data from previous school year - Connect findings to grammar instruction focus - Align with SSP goal #1 Preplanning/August – CCC Team Integration – - Integrate instructional strategies (feedback loops, tutorials, standards-aligned practice, etc.) - Identify targeted stations to implement and writing’s workshop and other forms of differentiated instruction

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September – Vertical Team Collaboration –

- Share and refine strategies across small group, co-taught, ELL, on-level, and Honors courses
- Share effective activities in CCC groups and discuss most significant ones in whole department meeting

October – PSAT Administration –

- Administer PSAT

December – PSAT Data Review –

- Analyze PSAT data
- Collaborate with department chair regarding data trends
- Prepare data presentation for January PL sessions

January through May – Ongoing Integration and Reflection

- Continue weekly No Red Ink instruction
- Collect ongoing teacher feedback on effectiveness of lessons
- Adjust strategies as needed

April – May – Year in Review Discussion -

- Department wide reflection with co-teacher, general education teachers, and administration
- Share anecdotes, trends, and classroom observations

May – Final Data Analysis and Planning -

- Analyze final assessment data
- Identify progress and challenges
- Revise integration plan for 2027-2028 school year

Artifacts:

- Formative data results
- Summative data results
- Anecdotal data taken from CCC meetings

Progress Monitoring:

The Administrative Team will evaluate how No Red Ink is being incorporated into ELA classrooms, along with student performance data tied to this integration, at the end of the first and second six-week periods to monitor implementation and identify areas of strength and challenge.

		Performance Target:
		Implementation (<i>include person responsible</i>):
		Artifacts:
		Progress Monitoring:

GOAL #2 Math	Increase the percentage of 10th-grade students meeting or exceeding the college and career readiness math benchmark from 75% to 76% as measured by the 2026-2027 PSAT. (2025-2026 PSAT = 75%)
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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?
Math teachers at all levels of Geometry and Advanced Algebra will integrate Desmos into math instruction weekly throughout each unit, to improve problem solving efficiency, as measured by formative and summative data, and teacher feedback.		Performance Target: All levels of Geometry and Advanced Algebra teachers will integrate graphical technology (Desmos) into their Unit instruction to improve problem-solving efficiency. Implementation (include person responsible): Summer – SSP goal committee meets to analyze data and brainstorm/compile strategies for implementation Preplanning – Training/Collaboration on how to execute plan for integrating graphical technology into instruction to improve problem-solving skills which will increase efficiency. General education and administration will work together to finalize details of the plan. Preplanning/August – Teachers will begin to execute the plan and embed graphical technology into instruction. On August 17th, teachers within CCCs will discuss the strengths/weaknesses of current students and map out a plan on the best way to utilize technology. Administrators will monitor and make sure plan is implemented and make suggestions of changes if necessary. September – Teachers will analyze collected data from formative and summative assessments. Changes will be made if necessary. Teachers will continue to develop instructional activities to support the goal. October – PSAT will be administered to 9th and 10th grade students. December – Math department chair and administrator will gather and evaluate PSAT data. Information will then be presented to all Geometry and Advanced Algebra teachers using a teacher-friendly format. Assess how the strategies worked and make changes if necessary for spring. January - April – Continue to develop instruction activities to improve student problem-solving using Desmos.

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	May – All Geometry and Advanced Algebra teachers will gather with math department chair and administrator to complete a year in review. Notes will be taken to document the effectiveness of embedding graphical technology. Analyze data collected from formative and summative assessments. Use to create a plan for next year. Artifacts: • Copies of formative and summative assessments • test data reports • Anecdotal notes taken from meetings • administrator walk-through's Progress Monitoring: The Administrative Team will evaluate how graphic technology is being incorporated into Algebra and Geometry classrooms, along with student performance data tied to this integration, at the end of the first and second six-week periods to monitor application and identify areas of strength and challenge.
	Performance Target: Implementation (<i>include person responsible</i>): Artifacts: Progress Monitoring:

GOAL #3 School Selected	Decrease the percentage of students scoring at beginning or developing on the Georgia Milestones US History EOC assessment from 24% to 22% as measured by the Georgia Milestones US History EOC. (25-26 US History: 23.7%)
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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?
United States History teachers will embed test-taking strategies and a variety of instructional strategies into weekly instruction throughout each unit to improve students' familiarity with EOC-style questions and strengthen test-taking skills, as measured by formative and summative data and teacher feedback.		Performance Target: All teachers that teach US History (all levels) will implement test-taking strategies and a variety of instructional strategies to improve students' familiarity with EOC-style questions and strengthen test-taking skills. Implementation (including person responsible): Summer – SSP goal committee meets to analyze data and brainstorm/compile strategies for implementation Preplanning –Training/Collaboration/Professional Learning on how to execute plan for embedding test-taking strategies and creating a variety of instructional strategies. Teachers of all levels of USH will work together to finalize details of the plan. Preplanning/August – Teachers will begin to execute the plan and embed test taking strategies into instruction. On August 17th, teachers within CCCs will discuss the strengths/weaknesses of current students and map out a plan to target test taking strategies and instruction needed for academic improvement. Administrators will monitor and make sure plan is implemented and make suggestions of changes if necessary. September – Teachers will review data of all Geometry and Advanced Algebra students and target those scoring lower below a grade yet to be determined. October – December - Teachers continue to implement the targeted testing training and instruction as they gather and evaluate data. Within CCCs, members discuss the strategies taught to determine pros and cons. In December, assess how well first-semester skills and strategies worked.

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January 2027 – Data from the first semester will be collected for students who failed and those who earned a grade between 70 and 73 (D) in the fall semester. This data will then be organized in a format that is accessible to teachers and shared with Algebra teachers during their CCC meetings on the preplanning day in January.

January - May – Continue to create and integrate targeted test and instructional strategies to effectively take tests to improve student achievement.

April – May – Gather as a Social Studies department with all co-teachers, Social Studies administrator, and SSA to provide a year in review according to this action step. Anecdotal data (notes) will be taken to document the effectiveness of Goal 3's focus as seen through the teacher's eyes and compared with the compiled data. Further implementation and any possible changes will be discussed for the following 2026-2027 school year.

May – Review yearly student data from both formative and summative assessments. Assess areas of growth and highlight persistent challenges. Formulate a plan for integrating improvements in the upcoming school year.

Artifacts:

- Notes from CCC meetings, professional development, all collaboration sessions throughout the school year
- Copy of students' semester grades
- Unit test data analysis as well as formative data analysis after implementation of test taking strategies taught
- Administrative walk-throughs

Progress Monitoring:

The Administrative Team will analyze anecdotal data from CCC meetings, administrative walkthroughs, and both formative and summative assessment data at the end of the first and second six weeks to monitor the implementation of targeted study skills and test-taking strategies.

Performance Target:

Implementation (include person responsible):

		Artifacts:
		Progress Monitoring:

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