

*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:** January 2026

<b>GOAL #1</b> Literacy	<b>3% increase of on grade level Lexile scores as measured by the CCRPI Growth Model</b>
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
ELA Georgia Milestone teachers will implement the practice of explicit vocabulary in each unit of study through the entire semester.	<p><b>Artifacts:</b></p> <p>Unit 1 Standard Priorities &amp; Unit Plan  Unit 2 Standard Priorities &amp; Unit Plan  Unit Vocabulary Assessments (formative)  Data &amp; Meeting Minutes for formative vocabulary assessments</p> <p><b>Artifact Summary:</b></p> <p>The unit standard priorities and plans show how the Lit/Comp II team intentionally implemented explicit vocabulary instruction in order to work toward improved Lexile scores.</p> <p>The Unit Vocabulary Assessments serve to show how teachers measured vocabulary acquisition and application as related to reading skill.</p> <p>Meeting minutes reflect that student data was reviewed after vocabulary assessments. It shows reflections on positive outcomes and necessary adjustments for future vocabulary instruction in relation to Lexile growth.</p>	<p><b>Evidence:</b></p> <p>Fall EOC results have not been returned.</p> <p><b>Evidence Summary:</b></p> <p>Summary cannot be provided at this time. Once EOC results are returned, Lexile measurement can be assessed. In the meantime, formative classroom data is being reviewed for progress monitoring.</p>

<b>GOAL #2</b> <b>Math</b>	<b>3% increase in Algebra scores as measured by the CCRPI Growth Model.</b>
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>								
Foundations of Algebra and Algebra teachers will implement two inquiry-based problems weekly as a warmup in the opening session	<p><b>Artifacts:</b></p> <p>Minutes from CCC Meetings            Unit Plans that include 2 weekly inquiry problems            Materials from Professional Development            Bi-Weekly Data collection forms            Fall Semester EOC data            Previous years EOC data analysis</p> <p><b>Artifact Summary:</b></p> <p>The implementation of SSP is evidenced through CCC meeting minutes, unit plans that incorporate two weekly inquiry-based problems, professional development materials and biweekly data collection forms, all of which support collaborative planning and ongoing instructional monitoring. Analysis of the fall semester EOC data was used to identify achievement trends, instructional strengths and areas of improvement. This informs targeted adjustments for teaching strategies which are aligned with schoolwide goals.</p>	<p><b>Evidence:</b></p> <p>99 students took the Fall 2025 EOC</p> <table> <tr> <td>Beginning</td> <td>4.0%</td> </tr> <tr> <td>Developing</td> <td>19.2%</td> </tr> <tr> <td>Proficient</td> <td>45.5%</td> </tr> <tr> <td>Distinguished</td> <td>31.3%</td> </tr> </table> <p>Achievement Score in Fall of 2024: 95.3            Achievement Score in Fall of 2025: 102</p> <p>Pass Rate in Fall of 2024: 89.7%            Pass Rate in Fall of 2025: 92.9%</p> <p><b>Evidence Summary:</b></p> <p>There was a total of 19 less students who took the Algebra EOC this fall. Current data is a 6.7-point increase in Achievement Score and a 3.2% increase in passing rate.</p>	Beginning	4.0%	Developing	19.2%	Proficient	45.5%	Distinguished	31.3%
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Developing	19.2%									
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*Provide a rationale/reason as to why any action step was not implemented.*

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...