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: Pope High School

Monitoring Date:

GOAL #1 Literacy	The percent of 10th grade students meeting or exceeding the ERW benchmark will increase from 80% as 9th graders to 90% as measured by the 2025-2026 PSAT.

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?
Utilizing the PSAT Score Report, **the Pope HS Data team will determine the mastery sequence of the four subcategories for English Reading Writing** (Information and Ideas, Craft and Structure, Expression of Ideas, and Standard English Conventions). **Based on past performance, students will be divided by performance band** (Not yet approaching, approaching, meets and exceeds) and teachers will be strategically assigned to each group of students. **ELA teachers will work directly with the not yet approaching and approaching students in smaller groups.** Students will complete a six-week skills/test preparation program utilizing A/O periods leading up to the administration of the PSAT in October.	August 2025	**Performance Target:** **To improve performance and to increase the percentage of students meeting or exceeding on the ERW portion of the PSAT,** all 9th through 11th grade students will be grouped based on past performance levels and will be strategically assigned teachers to lead them through a six-week skills and test preparation program leading up to the administration of the PSAT in October.
		Implementation: **Spring/Summer 2025**—Pope HS Data team utilizes data from the 2024 PSAT/PSAT 8-9 administration to determine the mastery sequence of the four subcategories for ELA (Information and Ideas, Craft and Structure, Expression of Ideas, and Standard English Conventions). Students are then assigned groups based on performance bands. Teachers are aligned with specific student groups based on their content area. Data team creates intentional lessons for each performance band to be carried out over 6-week program. **August**—Data team will lead Professional Development/Training sessions with all staff on implementation of skills/test preparation program. Program will be conducted during A/O for six weeks on Tuesdays beginning August 12. **September**—Counseling lessons with all 9th-11th grade students to link PSAT score reports to Khan Academy for additional practice tests and reviewing additional PSAT resources (SAT Suite Bank of Questions).

October—PSAT Administration on Thursday, October 16. School pays for 9th graders. State pays for all 10th graders. All 11th graders encouraged to participate.

December—PSAT Score Reports posted. Disaggregate and distribute data in a format that is useful to teachers, data team, and community stakeholders.

January—Examine targeted areas and performance bands to monitor effectiveness of skills/test preparation program. Review and analyze data with the school Data Team for identified ERW strengths and weaknesses to assess ongoing performance targets and action steps.

February—Full day Data Team workshop to review ERW PSAT Data and evaluate effectiveness of Skills/Test Preparation program.

March—Deliver presentations to staff (by department) to review PSAT benchmarks and ongoing identified areas of weakness as well as outline goals, responsibilities, and timelines.

April—May—Utilize Professional Learning funds for Summer Strategy Planning. Develop integration plan for 2026-2027 school year.

Artifacts:

PSAT Data—Baseline (2023) and subsequent PSAT (2024 and 2025) scores that show student performance in the four subcategories: Information and Ideas, Craft and Structure, Expression of Ideas, and Standard English Conventions.

PSAT Training Documentation—Data Team Professional Development Presentation/Training.

Lesson Plans for Academic Skills/Test Prep Program—32 different lesson plans created based on performance bands and content domains for both ERW and Math.

Progress Monitoring:

Progress monitoring will occur at bi-weekly Data Team meetings during the months of August and September and then throughout year as data team meets to analyze performance data and begin planning for 2026-2027.

GOAL #2 Math	The percentage of 10th grade students meeting or exceeding the Math benchmark will increase from 50% as 9th graders to 65% as measured by the 2025-2026 PSAT.

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?
Utilizing the PSAT Score Report, **the Pope HS Data team will determine the mastery sequence of the four subcategories for Math** (Algebra, Geometry and Trigonometry, Problem Solving and Data Analysis, and Advanced Math). **Based on past performance, students will be divided by performance band** (Not yet approaching, approaching, meets and exceeds) and teachers will be strategically assigned to each group of students. **Math teachers will work directly with the not yet approaching and approaching students in smaller groups**. Students will complete a six-week skills/test preparation program utilizing A/O periods leading up to the administration of the PSAT in October.	August 2025	**Performance Target:** **To improve performance and to increase the percentage of students meeting or exceeding on the Math portion of the PSAT,** all 9th through 11th grade students will be grouped based on past performance levels and will be strategically assigned teachers to lead them through a six-week skills and test preparation program leading up to the administration of the PSAT in October. **Implementation:** **Spring/Summer 2025**—Pope HS Data team utilizes data from the 2024 PSAT/PSAT 8-9 administration to determine the mastery sequence of the four subcategories for Math (Algebra, Geometry and Trigonometry, Problem Solving and Data Analysis, and Advanced Math). Students are then assigned groups based on performance bands. Teachers are aligned with specific student groups based on their content area. Data team creates intentional lessons for each performance band to be carried out over 6-week program. **August**—Data team will lead Professional Development/Training sessions with all staff on implementation of skills/test preparation program. Program will be conducted during A/O for six weeks on Tuesdays beginning August 12. **September**—Counseling lessons with all 9th-11th grade students to link PSAT score reports to Khan Academy for additional practice tests and reviewing additional PSAT resources (SAT Suite Bank of Questions). **October**—PSAT Administration on Thursday, October 16. School pays for 9th graders. State pays for all 10th graders. All 11th graders encouraged to participate. **December**—PSAT Score Reports posted. Disaggregate and distribute data in a format that is useful to teachers, data team, and community stakeholders.

January—Examine targeted areas and performance bands to monitor effectiveness of skills/test preparation program. Review and analyze data with the school Data Team for identified ERW strengths and weaknesses to assess ongoing performance targets and action steps.

February—Full day Data Team workshop to review ERW PSAT Data and evaluate effectiveness of Skills/Test Preparation program.

March—Deliver presentations to staff (by department) to review PSAT benchmarks and ongoing identified areas of weakness as well as outline goals, responsibilities, and timelines.

April—May—Utilize Professional Learning funds for Summer Strategy Planning. Develop integration plan for 2025-2026 school year.

Artifacts:

PSAT Data—Baseline (2023) and subsequent PSAT (2024-2025) scores that show student performance in the four subcategories: Algebra, Geometry and Trigonometry, Problem Solving and Data Analysis, and Advanced Math.

PSAT Training Documentation—Data Team Professional Development Presentation/Training.

Lesson Plans for Academic Skills/Test Prep Program—32 different lesson plans created based on performance bands and content domains for both ERW and Math.

Progress Monitoring:

Progress monitoring will occur at bi-weekly Data Team meetings during the months of August and September and then throughout year as data team meets to analyze performance data and begin planning for 2026-2027.

GOAL #3 School Selected	The percentage of Beginning and Developing Learners will decrease by 3% in each EOC content area for the 2025-2026 school year as measured by EOC achievement scores.

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?

EOC content area teachers will work with their Cobb Collaborative Community (CCC) groups to identify priority standards and learning targets. CCCs will analyze individual student data for the purpose of having targeted interventions and remediation strategies utilizing the A/O period and X Block.
18.27% of students performed at the beginning or developing level on the 2025 American Literature EOC.
15.92% of students performed at the beginning or developing level on the 2025 Biology EOC.
20.33% of students performed at their beginning or developing level on the 2025 US History EOC.
36 % of students performed at the beginning or developing level on the 2025 Algebra I EOC.
	August 2025	**Performance Targets:**
		All Core Subject area teachers will participate in a professional learning program on assessment practices designed to increase CCC capacity. PL will focus on ensuring assessments are tied to state standards. Based on assessment data analysis, CCCs will provide targeted interventions and remediation strategies utilizing A/O periods and X Block to **decrease the percentage of students performing at the beginning or developing level on EOCs.**
		
		Implementation:
		
		July Pre-planning—
		• SPT Group #1 will deliver professional learning on new CCC data form by department.
		• EOC CCCs will:
		   --Examine EOC results to identify specific trends and common errors in specific domains
		   --Gather insights from EOC teachers about perceived student difficulties and instructional gaps
		
		August—
		• SPT Group #2 will lead professional learning on Auditing Assessments. Teachers will attend with their departments during common planning and each PL session will focus on different content area (ELA, Math, Social Studies, Science, World Language).
		• CCCs present initial unit plans utilizing new CCC form at department meetings.
		• Students can attend individual/small group help sessions during X Block for academic support.
		
		September—
		• SPT Group #3 will lead professional learning on Tying Standards to Assessment Questions. Teachers will attend with their departments during common planning and each PL session will focus on different content area (ELA, Math, Social Studies, Science, World Language).
		• Students can attend individual/small group help sessions during X Block for academic support.
		
		October—
		• SPT Team will visit department meetings and provide feedback on common formative assessments tied to standards (per district expectation)

- Students will be assigned A/O sessions based on past and present academic performance with a priority given to EOC courses. Students can be in different A/O sessions on Tuesdays and Thursdays if needed/preferred.
- Students can attend individual/small group help sessions during X Block for academic support.

November—
- A/O sessions focus on using individual student data for targeted interventions and remediation based on priority standards.
- Students can attend individual/small group help sessions during X Block for academic support.

January—
- Students assigned A/O sessions based on 1st Semester academic performance with a priority given to EOC courses.
- A/O sessions focus on using individual student data for targeted interventions and remediation based on priority standards.
- Students can attend individual/small group help sessions during X Block for academic support.
- CCCs present examples of best practices for Extension activities at department meetings.

February—
- A/O sessions focus on using individual student data for targeted interventions and remediation based on priority standards.
- Students can attend individual/small group help sessions during X Block for academic support.
- CCC Effectiveness Survey Distributed at Department meetings

March—
- Staff PL focusing on How to conduct effective review sessions for Exams (EOC, AP, Finals).
- A/O sessions focus on using individual student data for targeted interventions and remediation based on priority standards.
- Students can attend individual/small group help sessions during X Block for academic support.

April—
- EOC/AP Exam Bootcamps (Saturdays in April leading up to EOC/AP exams)
- A/O sessions focus on using individual student data for targeted interventions and remediation based on priority standards.
- Students can attend individual/small group help sessions during X Block for academic support.

April/May—
- SPT develops integration plan for 2026-2027 school year.

Artifacts:

CCC Meeting Documentation
- All CCCs post weekly meeting notes including unit plans/data analysis to Sharepoint.
- CCC Unit Plan has sections for Q1, Q2, Q3, and Q4 with a focus on individualized student plans for Q3.
- Individualized student plans are shared with A/O teachers in instances where the student may have different teacher assigned for A/O

Assessment Data
- Common formative and summative data by CCC
- Broken down by priority standard
- Re-assessment Data by CCC

Student Work Samples
- Examples of student work demonstrating progress in EOC content and domains.

EOC Data
- Baseline 2025 scores that show student performance on each EOC.
- 2026 EOC Score Reports (June 2026)

Strategic Planning Team Professional Development
- Presentations presented at monthly PL sessions by department

CCC Effectiveness Survey
- February 2026

CCC Action Plan
- Spring 2026

Progress Monitoring:
- Student performance data will be evaluated with every unit throughout the year. CCCs will focus on intentional plans for remediation and reteaching utilizing the schoolwide CCC document.
- CCC documents will be discussed/monitored at every admin meeting with a focus on EOC courses.

Final Notes

Principal Signature
Matthew Bradford   *6/11/2025*

Assistant Superintendent