

*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:**

January 15, 2025

**GOAL #1**  
**Literacy**

**The percentage of 10<sup>th</sup> Grade students meeting or exceeding the ERW benchmark will increase from 80% as 9<sup>th</sup> graders to 90% as measured by the 2025-2026 PSAT.**

**Action Step(s)**

**Summary of Artifacts Indicating Implementation  
(See SSP)**

**Data Summary of Evidence Indicating Impact  
(See SSP) Include progress toward goals**

<p>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.</p>	<p><b>Artifacts:</b></p> <p>PSAT Data</p> <p>PSAT Training Documentation</p> <p>Lesson plans for Academic Skills/Test Prep Program</p> <p><b>Artifact Summary:</b></p> <p><b>PSAT Data</b>—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.</p> <p><b>PSAT Training Documentation</b>—Data Team Professional Development Presentation/Training.</p> <p><b>Lesson Plans for Academic Skills/Test Prep Program</b>—32 different lesson plans created based on performance bands and content domains for both ERW and Math.</p>	<p><b>Evidence:</b></p> <p>2025 PSAT ERW Scores for 10<sup>th</sup> Graders</p> <p><b>Evidence Summary:</b></p> <p>The percentage of 10<sup>th</sup> grade students meeting or exceeding the ERW benchmark will increase from 80% as 9<sup>th</sup> graders to 90% as measured by the 25-26 PSAT.</p> <ul style="list-style-type: none"> <li>• 91% of 10<sup>th</sup> Grade students met or exceeded the benchmark as measured by the 25-26 PSAT.</li> <li>• 66% of 10<sup>th</sup> graders met both benchmarks (compared to 48% as 9<sup>th</sup> graders)</li> </ul>
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<b>GOAL #2</b> <b>Math</b>	<b>The percentage of 10<sup>th</sup> grade students meeting or exceeding the Math benchmark will increase from 50% as 9<sup>th</sup> graders to 65% as measured by the 2025-2026 PSAT.</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
<p><b>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.</b></p>	<p><b>Artifacts:</b>            PSAT Data              PSAT Training Documentation              Lesson Plans for Academic Skills/Test Prep Program</p> <p><b>Artifact Summary:</b></p> <p><b>PSAT Data</b>—Baseline (2023) and subsequent PSAT (2024 and 2025) scores that show student performance in the four subcategories: Algebra, Geometry and Trigonometry, Problem Solving and Data Analysis, and Advanced Math.</p> <p><b>PSAT Training Documentation</b>—Data Team Professional Development Presentation/Training.</p> <p><b>Lesson Plans for Academic Skills/Test Prep Program</b>—32 different lesson plans created based on performance bands and content domains for both ERW and Math.</p>	<p><b>Evidence:</b>              2025 PSAT Math Scores for 10<sup>th</sup> Graders</p> <p><b>Evidence Summary:</b></p> <p>The percentage of 10<sup>th</sup> grade students meeting or exceeding the Math benchmark will increase from 50% as 9<sup>th</sup> graders to 65% as measured by the 25-26 PSAT.</p> <ul style="list-style-type: none"> <li>• 67% of 10<sup>th</sup> grade students met or exceeded the Math benchmark on the 2025 PSAT.</li> <li>• 66% of 10<sup>th</sup> graders met both benchmarks (compared to 48% as 9<sup>th</sup> graders)</li> </ul>

<b>GOAL #3</b> 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. (ELA will have a new EOC in 2026 for LC2 rather than American Literature so 2026 scores will establish baseline for ELA).
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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
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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.

17.8 % of students performed at the beginning or developing level on the 2025 American Literature EOC.  
15.3 % of students performed at the beginning or developing level on the 2025 Biology EOC.  
10.9% of students performed at the beginning or developing level on the 2025 US History EOC.  
20.9% of students performed at the beginning or developing level on the 2025 Algebra I EOC.

**Artifacts:**

CCC Meeting Documentation  
Assessment Data  
Student Work Samples  
EOC Data  
Strategic Planning Team Professional Development  
CCC Effectiveness Survey February 2026  
CCC Action Plan 2026 Spring 2026  
Progress Monitoring

**Artifact Summary:**
**CCC Meeting Documentation**

- All CCCs post weekly meeting notes including unit plans
- CCC Unit Plan has sections for Q1, Q2, Q3, and Q4
- Individualized student plans are shared with A/O periods

**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

**EOC Data**

- Baseline 2024 scores that show student performance
- 2025 EOC Score Reports (June 2025)
- 2025 CCRPI Data (Fall 2025)

**Evidence:**

- 1<sup>st</sup> Semester Grade Reports
- I-Ready Scores

**Evidence Summary:**

- Students performance in EOC courses is outpacing 24/25 school year at the end of 1<sup>st</sup> Semester.

	<p><b>Strategic Planning Team Professional Development</b></p> <ul style="list-style-type: none"><li>• Presentations presented at monthly PD sessions by department</li></ul> <p><b>CCC Effectiveness Survey</b></p> <ul style="list-style-type: none"><li>• February 2026</li></ul> <p><b>CCC Action Plan</b></p> <ul style="list-style-type: none"><li>• Spring 2026</li></ul>	
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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...
1	All Action steps being implemented and timeline being followed.	
2	All action steps being implemented and timeline being followed.	
3	All action steps being implemented and timeline being followed.	