COBB COUNTY
SCHOOL DISTRICT

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: Walton High School

Monitoring Date: January 2026

GOAL #1 Literacy	Maintain the percentage of 10th-grade students meeting or exceeding the ERW benchmark at 90% or higher 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
	Artifacts: • Common formative and summative assessments **Artifact Summary:** • Vocabulary assessment or section of unit assessment evaluating vocabulary and morphology skills	**Evidence:** • CCC data analysis forms **Evidence Summary:** • Evidence illustrates an increase in acquisition of vocabulary and morphology usage.

	Artifacts:	Evidence:
	• Administration of the PSAT	• PSAT Data
	Artifact Summary:	**Evidence Summary:**
	• The administration of the PSAT (2024) serves as a baseline and subsequent PSAT (2025) scores demonstrate student growth/performance in craft and structure.	• Percentage of 10th grade students meeting or exceeding the ERW benchmark increased from 91% to 92% as measured by the 2025 PSAT.
	Artifacts:	**Evidence:**
	• CCC Documents	• Three reflection questions were posed and answered by the Lit and Comp I and Lit and Comp II CCC teams to document their implementation process.
	Artifact Summary:	• What did your course team implement during fall semester to support our SSP Literacy goal?
	• Documents discussion within CCCs surrounding implementation of vocabulary and morphology activities and assessment questions.	• What changes could be made in implementation for Spring 2026 to better support our SSP Literacy goal?
		• Did your course team see improvement in the integration of vocabulary and morphology skills portion of assessments throughout the semester?
		Evidence Summary:
		• Integration of vocabulary and morphology usage is occurring in the classroom 3 to 4 times weekly.

GOAL #2 Math	Increase the percentage of 10th-grade students meeting or exceeding the Math benchmark from 74% to 76% 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
	Artifacts: • Common formative and summative assessments **Artifact Summary:** • Section on each assessment to evaluate student's ability to integrate graphical technology appropriately, in the context of the current unit of study.	**Evidence:** • CCC Data analysis forms **Evidence Summary:** • Evidence indicates an increase in the student's ability to solve problems correctly, using graphical technology.

	Artifacts: • Administration of the PSAT **Artifact Summary:** • The administration of the PSAT (2024) serves as a baseline and subsequent PSAT (2025) scores demonstrate student growth/performance in math problem solving.	**Evidence:** • PSAT data **Evidence Summary:** • Percentage of 10th grade students meeting or exceeding the Math benchmark increased from 74% to75% as measured by the 2025 PSAT.
	Artifacts: • CCC Documents **Artifact Summary:** • Documents discussion within CCCs surrounding implementation of graphical technology in order to solve problems correctly.	**Evidence:** • Three reflection questions were posed and answered by the Algebra I and Geometry CCC teams to document their implementation process. • What did your course team implement during fall semester to support our SSP Math goal? • What changes could be made in implementation for Spring 2026 to better support our SSP Math goal? • Did your course team see improvement in student's math problem solving skills with the integration of graphical technology? **Evidence Summary:** • Weekly classroom instruction is focused on improving students' ability to solve math problems using graphical technology.

GOAL #3 School Selected	Decrease the percentage of SWD students scoring at beginning or developing on the Georgia Milestones Algebra EOC assessment from 55% to 52% as measured by the Georgia Milestones Algebra EOC.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
	Artifacts: • Common formative and summative assessments **Artifact Summary:** • Implementation of Progress Learning	**Evidence:** • CCC data analysis forms **Evidence Summary:** • Increase in students' ability to accurately solve math problems and improve test taking strategies (including digital platform)
	Artifacts: • CCC Documents/meeting minutes **Artifact Summary:** • Documents discussion within CCCs surrounding implementation of embedded targeted study skills and test-taking strategies into weekly instruction to improve student problem-solving skills.	**Evidence:** • Three reflection questions were posed and answered by the Algebra I CCC team to document their implementation process. • What did your course team implement during fall semester to support our SSP Math/SWD goal? • What changes could be made in implementation for Spring 2026 to better support our SSP Math/SWD goal? • Did your course team see improvement in student problem-solving skills?

		Evidence Summary: • Weekly instruction throughout each unit
	Artifacts: • Targeted formative assessments **Artifact Summary:** • Specialized formative assessments embedded into daily instruction to document student problem solving skills and possible progress in solving with accuracy.	**Evidence:** • Informal data analysis or formative assessment itself **Evidence Summary:** • CCC unit test data analysis where average scores have increased

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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…