

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: McEachern High School

Monitoring Date: August 2026 – May 2027

GOAL #1 Literacy

During the 2026-27 school year performance level 2-4 SWD English students will increase by 3% based on English II EOC.

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?
<ul style="list-style-type: none"> Students will be intentionally identified to receive support services through the intervention block and through support classes. Identify SWD students in English II CCC Develop an assessment plan for common formative and summative data analysis of learning targets Develop differentiated strategies based on data 		<p>Performance Target: English II SWD students will increase performance by 3% at a level 2 or higher on the English II EOC.</p> <p>Implementation (include person responsible): English II teachers of students with disabilities will identify weaknesses of SWD students based on the standards per unit through preassessment strategies. Once standards-based weaknesses are identified, specific individualized instruction and resources will be provided to the students to allow them to improve on standards in which they are weak. English II teachers will target remediation in small groups and have focused skill practice aligned to weak domains. English II teachers will ensure specialized instruction is implemented with fidelity. English II teachers will assign students to needed intervention regarding constructed response practice. English II teachers will guide students to self-identify weaknesses of English II standards per unit and complete lessons that help improve their performance in areas in which they are weak.</p>

analysis for instructional purposes

- Compare performance means of students with disabilities and regular ed students
- Develop intervention plan for identified learning gaps
- Deliver targeted interventions
- Adjust instruction/interventions accordingly

Artifacts:

EOC domain data
 Beacon and I-Ready data
 Weekly CCC Meeting notes
 Unit plans
 Common assessment data
 Data analysis forms
 Intervention rosters
 Intervention program reports

Progress Monitoring:

Maintain data tracker for SWD students
 Monitor weekly evidence of implementation of intervention block instruction
 Review data of common assessments
 Review CCC minutes
 Review Intervention block plans
 Review data analysis forms

GOAL #2 Math	During the 2026-27 school year performance level 2-4 SWD Algebra 1 students will increase by 3% based on Algebra EOC.
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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?
<ul style="list-style-type: none"> • Identify SWD students in Algebra CCC • Students will be intentionally identified to receive support services through the intervention block and through support classes. • Develop an assessment plan for common formative and summative data analysis of learning targets • Develop differentiated strategies based on data analysis for instructional purposes • Compare performance means of students with disabilities and regular ed students • Develop intervention plan for identified learning gaps • Adjust instruction based on data 		Performance Target: Algebra 1 students will increase performance by 3% at a level 2 or higher on the Algebra EOC.
		Implementation (include person responsible): Algebra teachers of students with disabilities will identify weaknesses of SWD students based on the standards per unit through preassessment strategies. Once standards-based weaknesses are identified, specific individualized instruction and resources will be provided to the students to allow them to improve on standards in which they are weak. Students will self-identify weaknesses of Algebra standards per unit and complete lessons that help improve their performance in areas in which they are weak. Algebra teachers will provide target support with the utilization of problem-solving guides and graphic organizers Algebra teachers will provide skill-specific intervention regarding reasoning and multi-step solving. Algebra teachers will utilize station teaching Algebra teachers will provide constructive response practice
		Artifacts: EOC domain data Weekly CCC Meeting notes Unit plans Common assessment data Data analysis forms

Beacon data

Progress Monitoring:

Monitor weekly evidence of implementation of intervention block instruction

Review data of common assessments

Review CCC minutes

Review Intervention block plans

Review data analysis forms

Maintain data tracker for SWD students

GOAL #3 School Selected	The number of pathway completers at the 12th grade level will increase by 3%
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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?
<ul style="list-style-type: none"> • Identify and track students early • Align Instruction • Strengthen 9-10th grade pathway entry by conducting pathway interest surveys • Have targeted advisement and scheduling support • run a Senior pathway completion audit twice a year. • Expand access and flexibility to higher level courses • Strengthen teacher / counselor collaboration 		Performance Target: Percent of 12th grade students who have completed an academic career, advanced academic, CTAE, fine arts, or world language pathway will increase by 3%
		Implementation (include person responsible): Pathway teachers will inform students about available pathways (academic, CTAE, fine arts, world language); Help students select pathways aligned with their interests, strengths, and postsecondary goals; Monitor course progression to ensure students stay on track to complete pathway requirements; and collaborate with counselors to ensure students' schedules support pathway completion.
		Artifacts: Pathway enrollment and completion trends and data Evidence of collaboration with counselors Off track data
		Progress Monitoring: Pathway enrollment and completion trends Gradebooks Intervention plans

Final Notes

Principal Signature

Cobb County School District SSP MS/HS

Assistant Superintendent