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:	
Harrison High School	
Monitoring Date:	
Due: January 15,2026	

GOAL #1 Literacy	Increase the percentage of 10th grade students meeting the college and career readiness on the ERW portion of the PSAT by 1% (from 82% to 83%) taken in October 2026 with progress monitored using CCC unit plans and data.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Science, Social Studies, and World Language teachers will integrate stimulus-based questions (e.g., reading passage, chart, graph, etc.) that mirror the skills assessed on the PSAT/SAT weekly as monitored through the unit plan documentation and walk throughs.	**Artifacts:** Unit plan documentation as stored in the Hoya Digital Backpack (monitored by content area admin) that includes the stimulus-based questions. **Artifact Summary:** Administration has seen a wide range of stimulus-based questions uploaded to the Hoya Digital Backpack as part of tests, warm ups, spiral reviews, etc. for students to complete.	**Evidence:** The goal is to see progress on the 2026 PSAT after a full year of implementation. **Evidence Summary:** We anticipate the consistent implementation of vocabulary and grammar instruction to raise the level of students meeting the college and career readiness on the math portion from 82% to 83%.

English Language Arts teachers will integrate direct and explicit vocabulary and grammar instruction for each unit utilizing No Red Ink and a vocabulary interactive notebook (using DOE identified words).	**Artifacts:** PPT template for the vocabulary interactive notebook uploaded to the Hoya Digital Backpack for ELA students and No Red Ink data from grammar quizzes. **Artifact Summary:** English Language Arts teachers implemented direct and explicit vocabulary and grammar instruction in every instructional unit. Instruction was supported through consistent use of No Red Ink to provide targeted, standards-aligned grammar practice and immediate feedback. Additionally, teachers utilized a vocabulary interactive notebook incorporating DOE-identified academic vocabulary. These instructional strategies enhanced vocabulary development, reinforced grammar skills, and promoted increased student ownership of language learning across all ELA units	**Evidence:** The goal is to see progress on the 2026 PSAT after a full year of implemented direct and explicit vocabulary and grammar instruction. **Evidence Summary:** We anticipate the consistent implementation of vocabulary and grammar instruction to raise the level of students meeting the college and career readiness on the math portion from 82% to 83%.
	Artifacts: **Artifact Summary:**	**Evidence:** **Evidence Summary:**

GOAL #2 Math	Increase the percentage of 10th grade students meeting the college and career readiness on the math portion of the PSAT by 1% (from 50% to 51%) taken in Oct 2026 with progress monitored using CCC unit plans and data.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
All math teachers will integrate spiral review warmups to activate prior knowledge (that include domains assessed on the PSAT) a minimum of two days a week as monitored through uploaded presentations (SMART or PPT) and walk throughs.	**Artifacts:** Spiral content stored in the Hoya Digital Backpack (PPT, shared docs, SMART notebook) **Artifact Summary:** Administration has seen a wide range of spiral content uploaded to the Hoya Digital Backpack as part of tests, warmups, single spiral review questions, etc. for students to complete to activate prior learning. The consistent spiral approach is helping to strengthen skill retention and improve problem solving fluency.	**Evidence:** The goal is to see progress on the 2026 PSAT after a full year of implemented spiral review to continue to activate prior math content and skills and keep them relevant to students. **Evidence Summary:** We anticipate the spiral approach to strengthen skill retention and content mastery to raise the level of students meeting the college and career readiness on the math portion from 50% to 51%.
	Artifacts: **Artifact Summary:**	**Evidence:** **Evidence Summary:**

	Artifacts:	Evidence:
	Artifact Summary:	Evidence Summary:

GOAL #3 School Selected	Decrease the percent of Beginning and Developing Learners (in Algebra, USH, and Biology) by 2% in each EOC content area during the 25-26 academic year with progress monitored using EOC CCC unit plans and data.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Students identified as requiring additional support in Literature and Comp I and II will be placed in a support class for first semester prior to their Literature and Composition I or II class. Targeted instruction will set the foundation for literacy across content areas (US History, Biology, and Algebra).	**Artifacts:** Literature and Composition I/II Support class rosters. **Artifact Summary:** Using data from the 2024-2025 school year, students identified as being candidates for Lit and Comp I/II support classes are scheduled for Lit and Comp I/II Support in the Fall of 2025. Lit and Comp Support classes were focused on setting the foundation for literacy and to prepare students for Lit and Comp I/II and to help address literacy gaps.	**Evidence:** We are awaiting EOC data to determine a baseline from which to measure student growth to determine how the support course enhanced student learning. **Evidence Summary:** Once we receive EOC data in the fall of 2026, a baseline will be established and we will work from the baseline to implement next steps.

Students identified as requiring Foundations of Algebra will be scheduled for the Foundations of Algebra course in the fall before being integrated in general Algebra classes in the Spring (not teaching the course as a trailer course).	**Artifacts:** Algebra class rosters. **Artifact Summary:** Middle school data from the 2024-2025 school year was used to identify students who would benefit from the Foundations of Algebra course. Students are scheduled in FOA in the fall and then rather than being kept in the same cluster, they are integrated into general Algebra classes in the Spring.	**Evidence:** We are awaiting Spring EOC data from Foundations of Algebra students to determine whether this supported a higher level of achievement. **Evidence Summary:** We are awaiting Spring EOC data from Foundations of Algebra students to determine whether this supported a higher level of achievement.
Increase participation in End of Course preparatory Boot Camps as documented through attendance sheets. We will increase participation from an average of 24% to 28%.	**Artifacts:** Formal EOC Boot Camp plans submitted to administration and enrollment data/attendance sheets from boot camp sessions. **Artifact Summary:** EOC CCCs submitted comprehensive plans for EOC Boot Camp review sessions. Our goal was for 28% of students enrolled in an EOC course to attend a minimum of one EOC Boot Camp session. Algebra- 48 of 169 enrolled students = <mark>28%</mark> Lit and Comp II- 46 of 260 enrolled students = <mark>18%</mark> Biology- 126 of 244 enrolled students = <mark>52%</mark> US History- 42 of 144 enrolled students = <mark>29%</mark> Harrison EOC courses met their goal for 3 of the 4 courses. Biology and US History offered at least one virtual session in the evening to accommodate students who ride the bus to and from school, and for student athletes who are not available immediately after school.	**Evidence:** <table><tr><td>**2024-2025 Scores** **% of Beginning and Developing Learners**</td><td>**Fall 2025** **Scores** **% of Beginning and Developing Learners**</td></tr><tr><td>Algebra- 28.6 Fall only- 20%</td><td>**Algebra- Fall- 17.8%**</td></tr><tr><td>Lit and Comp II TBD</td><td>**Lit and Comp II** TBD</td></tr><tr><td>Biology- 22.9% Fall only- 26.6%</td><td>**Biology- Fall- 20.3%**</td></tr><tr><td>US History- 36.5% Fall only- 36.8%</td><td>**US History- Fall- 32.4%**</td></tr></table> **Evidence Summary:** The admin team and CCC team leaders have reviewed the mid-year data and compared it to the 2024-2025 compiled data as well as the fall 2024 data. All 3 content areas had a decrease in students scoring within the beginning and developing learner range when comparing fall 25 to fall 24 scores, as well as fall 2025 to full year progress from the 2024-2025 school year. We will continue to support students by offering several EOC Boot Camp sessions in a variety of formats to ensure students have the opportunity for review in preparation for the Spring EOC.

Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc…
	All action steps have been addressed and are continuing to be monitored.	