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| **School Name: Walton High School** |
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| **Date: May 2025** |
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| **GOAL #1**<br>**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) | Start Date | **What is the desired outcome of the action step?**<br>**How will the action step be implemented?**<br>**What artifacts will be used to show implementation?**<br>**What evidence will be used to progress monitor the outcome?** |
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| ELA teachers who instruct 9th and 10th-grade students will integrate morphology into the ELA curriculum at least once weekly throughout each unit, as measured by student achievement data and teacher feedback. | | **Performance Target:**<br>All ELA teachers for 9th and 10th grades will integrate morphology instruction into the ELA curriculum throughout each unit taught.<br><br>**Implementation (***include person responsible***):**<br><br>**Summer – Morphology Integration Planning Sessions –**<br>• Plan weekly morphology activities for each unit using Sadlier Select resources.<br>• Create 5 - 7 morphology-based questions for vocabulary assessments<br><br>**Preplanning –Data Review and Goal alignment –**<br>• Review PSAT and other achievement data from previous school year<br>• Connect findings to morphology focus<br>• Align with SSP goal #1<br><br>**Preplanning/August – CCC Team Integration –**<br>• Integrate instructional strategies (games, word studies, etc.) from *Sadlier Select*<br>• Identify assessment checkpoints based on Sadlier content |

**September** – **Vertical Team Collaboration –**

- Share and refine strategies across small group, co-taught, ELL, on-level, and Honors courses
- Share effective activities in CCC groups and discuss most significant ones in whole department meeting

**October** – **PSAT Administration –**

- Administer PSAT

**December** – **PSAT Data Review –**

- Analyze PSAT data
- Collaborate with department chair regarding data trends
- Prepare data presentation for January PL sessions

**January through May** – **Ongoing Integration and Reflection**

- Continue weekly morphology instruction using *Sadlier Select*
- Collect ongoing teacher feedback on effectiveness of Sadlier lessons
- Adjust strategies as needed

**April – May** – **Year in Review Discussion**

- Department wide reflection with co-teacher, general education teachers, and administration
- Share anecdotes, trends, and classroom observations

**May** – **Final Data Analysis and Planning**

- Analyze final assessment data
- Identify progress and challenges
- Revise integration plan for 2026-2027 school year

**Artifacts:**

- Formative data results
- Summative data results
- Anecdotal data taken from CCC meetings

**Progress Monitoring:**

The Administrative Team will evaluate how morphology is being incorporated into ELA classrooms, along with student performance data tied to this integration, at the end of the first and second six-week periods to monitor implementation and identify areas of strength and challenge.

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| **GOAL #2**<br>**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) | Start Date | **What is the desired outcome of the action step?**<br>**How will the action step be implemented?**<br>**What artifacts will be used to show implementation?**<br>**What evidence will be used to progress monitor the outcome?** |
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| Math teachers at all levels of Algebra and Geometry will integrate graphical technology, weekly into math class instruction throughout each unit, and subsequent unit assessments, to improve student problem-solving skills through critical and creative thinking, as measured by formative and summative data, and teacher feedback. | | **Performance Target:**<br>All Math teachers for 9th and 10th grades will integrate graphical technology into their Unit instruction to improve problem-solving skills through critical and creative thinking. |
| | | **Implementation (*include person responsible*):**<br><br>**Summer –** SSP goal committee meets to analyze data and brainstorm/compile strategies for implementation<br><br>**Preplanning** – Training/Collaboration on how to execute plan for integrating graphical technology into instruction to improve problem-solving skills. General education and administration will work together to finalize details of the plan.<br><br>**Preplanning/August** – Teachers will begin to execute the plan and embed graphical technology into instruction. On August 18th, teachers within CCCs will discuss the strengths/weaknesses of current students and map out a plan on the best way to utilize technology. Administrators will monitor and make sure plan is implemented and make suggestions of changes if necessary.<br><br>**September** – Teachers will analyze collected data from formative and summative assessments. Changes will be made if necessary. Teachers will continue to develop instructional activities to support the goal.<br><br>**October** – PSAT will be administered to 9th and 10th grade students.<br><br>**December** – Math department chair and administrator will gather and evaluate PSAT data. Information will then be presented to all Algebra and Geometry teachers using a teacher-friendly format. Assess how the strategies worked and make changes if necessary for spring.<br><br>**January through April** – Continue to develop instruction activities to improve student problem-solving skills. |

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| | | **May** – All Algebra and Geometry teachers will gather with math department chair and administrator to complete a year in review. Notes will be taken to document the effectiveness of embedding graphical technology. Analyze data collected from formative and summative assessments. Use to create a plan for next year. |
| | | **Artifacts:** -Copies of formative and summative assessments<br>-test data reports<br>-Anecdotal notes taken from meetings<br>-administrator walk-through's |
| | | **Progress Monitoring:**<br>The Administrative Team will evaluate how graphic technology is being incorporated into Algebra and Geometry classrooms, along with student performance data tied to this integration, at the end of the first and second six-week periods to monitor application and identify areas of strength and challenge. |

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| **GOAL #3**<br>**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)** | **Start Date** | **What is the desired outcome of the action step?**<br>**How will the action step be implemented?**<br>**What artifacts will be used to show implementation?**<br>**What evidence will be used to progress monitor the outcome?** |
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| Algebra teachers of students with disabilities will embed targeted study skills and test-taking strategies into weekly instruction throughout each unit, to improve student problem-solving skills, as measured by formative and summative data, and teacher feedback. | | **Performance Target**: All teachers that teach Foundations of Algebra (SG), Foundations of Algebra, Algebra with support, and co-taught algebra courses will implement targeted study skills and test-taking strategies to improve problem-solving skills.<br><br>**Implementation (***include person responsible***):**<br><br>**Summer –** SSP goal committee meets to analyze data and brainstorm/compile strategies for implementation<br><br>**Preplanning** –Training/Collaboration/Professional Learning on how to execute plan for increasing study skills and using different strategies for test-taking. General education and co-teachers will work together to finalize details of the plan.<br><br>**Preplanning/August** – Teachers will begin to execute the plan and embed the study skills and test taking strategies into instruction. On August 18th, teachers within CCCs will discuss the strengths/weaknesses of current students and map out a plan to target skills and strategies needed for academic improvement. Administrators will monitor and make sure plan is implemented and make suggestions of changes if necessary.<br><br>**September** – Teachers will review data of all algebra students and target those scoring lower than an average grade of 73.<br><br>**October – December** Teachers continue to implement the targeted skills training as they gather and evaluate data. Within CCCs, members discus the embedded skills practice and test taking strategies taught to determine pros and cons. In December, asses how well first-semester skills and strategies worked.<br><br>**January 5th –** Data from the first semester will be collected for students who failed and those who earned a grade between 70 and 73 (D) in the fall semester. This data will then be organized in a format that is accessible to teachers and shared with Algebra teachers during their CCC meetings on the preplanning day in January. |

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| | | **January through May** – Continue to create and integrate targeted study skills instruction and provide strategies to effectively take tests in order to improve student problem-solving skills and assess progress made.<br><br>**April – May** – Gather as a Math department with all co-teachers, Math administrator, and SSA to provide a year in review according to this action step. Anecdotal data (notes) will be taken to document the effectiveness of the integration focus as seen through the teacher's eyes and compared with the compiled data. Further implementation and any possible changes will be discussed for the following 2026-2027 school year.<br><br>**May** – Review yearly student data from both formative and summative assessments. Assess areas of growth and highlight persistent challenges. Formulate a plan for integrating improvements in the upcoming school year. |
| | | **Artifacts:**<br><br>• Notes from CCC meetings, professional development, all collaboration sessions throughout the school year<br>• copy of student failures at end of both semesters<br>• Unit test data analysis as well as formative data analysis after implementation of skill or test taking strategy taught<br>• Administrative walk-throughs |
| | | **Progress Monitoring:**<br>The Administrative Team will analyze anecdotal data from CCC meetings, administrative walkthroughs, and both formative and summative assessment data at the end of the first and second six-weeks to monitor the implementation of targeted study skills and test-taking strategies. |
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| Final Notes |
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| **Principal Signature** |
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| **Assistant Superintendent** |
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