

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 with the SSP.

School Name: Walton High School

Monitoring Date: August 2024

GOAL #1
Literacy

Increase the percentage of 10th-grade students meeting or exceeding the ERW benchmark from 88% to 90% as measured by the 2024-2025 PSAT.

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?

ELA teachers who instruct 9th and 10th-grade students will integrate grammar instruction into the ELA curriculum at least once weekly throughout each unit as measured by student achievement data and teacher feedback.

Performance Target:

All ELA teachers for 9th and 10th grades will integrate grammar instruction into the ELA curriculum for each major work.

Implementation (include person responsible):

Summer – Grammar activity planning sessions for teachers to pair grammar skills with each major work and also create 5-7 grammar questions on major assessments, during the summer, supported by PL funds.

Preplanning – All 9th and 10th grade ELA teachers and co-teachers will meet to review the ELA data pertaining to the college and career readiness ELA portion of the PSAT and student challenges. The connection will be made between SSP goal #1, and the action step created.

Preplanning/August – CCC teams will integrate this action step into their discussions on enhancing students' grammatical knowledge. The teams will create varied instructional activities and resources to implement during class to improve students' grammar skills. These activities and resources will become part of the individual Unit plans and assessed via formative and summative assessments throughout each Unit of study.

September – Continued discussions between CCC members. Also, incorporate vertical ELA team discussion (SG, ELL, on-level, and Honors) to discuss the pros and cons of the implemented resources and activities and share information. Continued development of instructional activities focused on grammar skills.

October – Administer the PSAT to 9th and 10th grade students.

December – Gather and evaluate PSAT data. Break it down and discuss it with the English department chair. Next, present the data in a teacher-friendly format and plan to review it with all English teachers on January 2nd or 3rd. Assess how well first-semester strategies worked, and are working.

January through May – Continue to create and integrate instructional activities to improve students’ grammatical skills.

April – May – Gather as an English department with all co-teachers and the English administrator 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. Further implementation and any possible changes will be discussed for the following 2025-2026 school year.

May – Analyze student data from both formative and summative assessments. Identify progress and pinpoint ongoing challenges. Develop an integration plan for the next school year.

Artifacts:

- Copies of the formative/summative assessments
- Formative data reports
- Summative data reports
- Anecdotal data taken from CCC meetings

Progress Monitoring:

The Administrative Team will review the grammar questions on 9th and 10th grade ELA Unit assessments and the student achievement data associated with the questions, at the end of the first and second 6 weeks, to monitor implementation of grammar instruction into the ELA curriculum.

GOAL #2 Math	Increase the percentage of 10th-grade students meeting or exceeding the Math benchmark from 77% to 79% as measured by the 2024-2025 PSAT.
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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?
<p>Math teachers at all levels of Algebra and Geometry will integrate applications and problems involving multiple procedures, 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.</p>		<p>Performance Target: All Math teachers for 9th and 10th grades will employ a variety of teaching and evaluation activities for students to use when solving complex, multi-procedure problems.</p> <p>Implementation (include person responsible):</p> <p>Preplanning – All 9th and 10th grade math teachers, and co-teachers, will meet to review the math data as it pertains to the college and career readiness math portion of the PSAT and student challenges. The connection will be made between SSP goal #2, and the action step created.</p> <p>Preplanning/August – CCC teams will incorporate this action step into their discussions of increasing academic achievement in math. The teams will create varied instructional activities and resources to implement during class time to improve student problem-solving skills. These activities and resources will become part of the individual Unit plans and assessed via formative and summative assessments.</p> <p>September – Continued discussions between CCC members. Also, incorporate vertical math team discussion (SG, 3-level, on-level, and Honors) to discuss the pros and cons of the implemented resources and activities and share information. Continued development of instructional activities focused on application problems involving multiple procedures.</p> <p>October – Administer the PSAT to 9th and 10th grade students.</p> <p>December – Gather and evaluate PSAT data. Break it down and discuss it with the Math department chair. Next, present the data in a teacher-friendly format and plan to review it with all Algebra and Geometry teachers on January 2nd or 3rd. Assess how well first-semester strategies worked, and are working.</p> <p>January through May – Continue to create and integrate instructional activities to improve student problem-solving skills and assess progress or lack thereof.</p>

April – May – Gather as a Math department with all co-teachers and Math administrator 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. Further implementation and any possible changes will be discussed for the following 2025-2026 school year.

May – Analyze student data from both formative and summative assessments. Identify progress and pinpoint ongoing challenges. Develop an integration plan for the next school year.

Artifacts:

- Copies of the formative/summative assessments
- Formative data reports
- Summative data reports
- Anecdotal data taken from CCC meetings

Progress Monitoring:

The Administrative Team will review formative and summative assessment data, as well as anecdotal data from Math CCC meetings at the end of the first and second 6 weeks to monitor the integration of instruction focused on applications and problems involving multiple procedures, into the Math curriculum.

GOAL #3 School Selected	Increase the number of 9th-grade students meeting at least one benchmark on the PSAT from 26% to 29% as measured by the 2024-2025 PSAT.
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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?
By the end of each semester, 9th-grade teachers will implement and consistently enforce specific 9th-grade norms, as measured by regular classroom observations, student feedback surveys, teacher feedback surveys, and teacher reflections to increase the academic productivity of 9th graders.		Performance Target: <ul style="list-style-type: none"> 100% of the teachers who teach 9th-grade students during the school day will implement 9th-grade norms into their instructional practices.
		Implementation (include person responsible): <ul style="list-style-type: none"> Pre-planning – Training/Collaboration/PL on utilization of 9th-grade norms, best practices, and 9th-grade norms are sent home to all 9th-grade students and parents via CTLS. Meeting with 9th-grade teacher coalition formed in March 2024 to finalize implementation details. August – 9th grade teachers begin utilizing norms, August 19th – 9th grade teachers meet to discuss current strengths and weaknesses. Administrative walk-throughs to ensure implementation of 9th-grade norms. September – The Administration will review 9th-grade student failures with the 9th-grade coalition of teachers. October 14th – 9th grade teachers meet and complete 9th grade norms effectiveness survey November – The Administration will review 9th-grade student failures with the 9th-grade coalition of teachers. December 3rd – Teacher reflection on ease of use and efficacy of newly created 9th-grade norms, student feedback surveys given in homeroom. January 2nd – Review with the 9th grade Norms committee the results from teacher reflection surveys and student feedback surveys from December. Update Norms as feedback requires. Members of the Norms committee share with departments again for review and possible introduction of any updates made. February – The Administration will review 9th-grade student failures with the 9th-grade coalition of teachers.

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- **January – May** - Continue to enforce specific 9th-grade norms consistently.
- **April** – The Administration will review 9th-grade student failures with the 9th-grade coalition of teachers.
- **May** - Teacher reflection on annual use and efficacy of newly created and implemented 9th-grade norms, student feedback surveys given in homeroom. Develop a plan to incorporate 9th-grade norms into the following 2025-2026 school year.

Artifacts:

- Anecdotal notes from PL, meetings, collaboration sessions throughout the year
- Teacher and student survey responses on the effectiveness of Norms (mid-semester, end of year)
- Reflection forms
- Copy of the 9th-grade student failures at the end of each semester
- Administrative Walk-throughs

Progress Monitoring:

The Administrative Team will review anecdotal teacher data reports, teacher reflections on effectiveness of the Norms, and administrative walkthrough data at the end of the first and second 6 weeks to monitor implementation of behavior Norms into the 9th grade classrooms.

Final Notes

Principal Signature

Stephanie Alant

Assistant Superintendent