

School Name: Barber Middle School
Date: June 25, 2026; REVISED July 14, 2026; REVISED 8/20/26; REVISED 9/8/26

GOAL #1 Literacy	The percentage of students performing Near Target and Prepared will increase from an average of 88% to 91% as measured by the Spring 26-27 ELA BEACON administration.
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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?
Teachers in grades 6–8 ELA, Reading, Science, and Social Studies will incorporate identified ELlevation strategies and summarization activities to improve students’ reading comprehension at least once per week. At least twice per month during CCCs, teachers will review student work samples, CCC templates, and common assessment data to monitor implementation and effectiveness. Student progress will be measured through CFAs, CSAs, and district assessment data, with results used to plan targeted intervention, extension, and instructional adjustments.	August 2026	Performance Target: By November 2026, 100% of ELA, Reading Science, and Social Studies teachers will incorporate a high yield instructional strategy from the identified ELlevation module and/or summarizing into their lessons as evidenced by student assignments and/or assessments. By December 2026, at least 60% of students at each grade level will score 70% or higher on assessed standards in formative and summative assessments. By May 2027, at least 80% of students at each grade level will score 70% or higher on assessed standards in formative and summative assessments. Implementation (include person responsible): By August 2026, all teachers will review and analyze Fall ELA BEACON domains and grade level performance to identify strengths, deficits, trends and align them with priority standards. Between September 2026 and December 2026, the ESOL Lead will meet with teacher leaders to develop model academic content lessons with identified key strategies By December 2026, all teachers will complete ELlevation module: Fostering Interaction- Pathway “Deepening Learning”. Teacher leaders and ESOL Lead will model key reading strategies that must be used consistently in all content area classes to support reading comprehension skills. By May 2027, all teachers will utilize the ELlevation and/or summarization strategy consistently during units and collect data to show student progress.

ELA/Reading Teachers will identify essential reading/language standards requiring reteaching and spiral review. While collaborating in CCC's, teachers will review instructional effectiveness, share strategies, and adjust instruction based on student data trends. They will also incorporate academic vocabulary routines, text evidence responses, and writing aligned to standards.

Science Teachers will consistently implement CER-based writing and academic vocabulary practice and Cornell notetaking strategies embedded in lessons (weekly or per unit). District content representatives will provide targeted professional learning and coaching on C-E-R and data analysis strategies aligned to standards (as needed). Science teachers will also regularly incorporate scientific tools and data representation methods such as tables, charts, diagrams, graphs, and measurement into lessons

Social Studies Teachers will implement the SWIRL instructional framework (Speak, Write, Illustrate, Read, Listen) through cross-curricular collaboration with the ELA Department to strengthen literacy, academic vocabulary, and reading comprehension skills. Teachers will use consistent vocabulary strategies, academic language supports, and evidence-based reading and writing activities to improve achievement.

ELA, Science, and Social Studies Department Leads will facilitate data discussions in department meetings and provide guidance towards instructional alignment and share additional ways to incorporate summarization in lessons.

Administrators will monitor instruction and ensure resources are allocated for professional learning and interventions.

Artifacts:

CCC template minutes (reflecting data analysis and instructional adjustments based on reading comprehension and/or fluency performance)

Assignments that include the identified ELlevation strategy and/or summarizing

ELlevation PL Dashboard/Log

Sample common formative and/or summative data with rubric-scored constructed responses showing growth in

Progress Monitoring:

ELA/Reading Teachers will administer formative assessments and track student progress towards the projected growth goals.

During CCC meetings, Science teachers will conduct per unit common assessment data analysis to track student growth in CER, vocabulary, and data interpretation. Additionally, science teachers will review rubric-scored student work demonstrating progression in scientific explanation.

Social Studies teachers and administration will monitor progress through BEACON data, formative and summative assessments, and CCC collaboration to provide targeted instructional support and intervention.

All teachers will monitor student engagement and understanding through formative assessments and adjust instruction accordingly to improve learning outcomes. All teachers will analyze student performance data monthly.

Administration and Department Leads will conduct walks to determine the frequency of the ELlevation/ summarization strategy used. Additionally, they will provide feedback to all teachers.

GOAL #2
Math

The percentage of students performing developing and proficient on the Numerical Reasoning on the 26-27 Math Milestones Assessment will increase from an average of 54% to 57% on the 26-27 Math Milestones.

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?

Math teachers in grades 6–8 will identify and target specific gaps in students’ arithmetic skills involving addition, subtraction, multiplication, and division. Each week, teachers will provide fact-fluency practice using 99math, explicitly teach tiered mathematical vocabulary through graphic organizers, Frayer Models, vocabulary diagrams, and/or provide opportunities for students to apply these skills in standards-based problem-solving tasks.

August 2026

Performance Target:

By the end of the 2026-2027 school year, student performance in the Numerical Reasoning domain will improve by 3% as measured by the Math Milestones Assessment.

By December 2026, at least **60%** of students at each grade level will score Near Target or Prepared on Numerical Reasoning standards based on the BEACON assessments.

By March 2027, at least **80%** of students at each grade level will score Near Target or Prepared on Numerical Reasoning standards based on the BEACON assessments.

Implementation (include person responsible):

During preplanning, math teachers will review BEACON and Milestones data related to numerical reasoning to determine area(s) for improvement.

By September 2026, math teachers will receive professional development on the 3-Read Protocol and begin implementing targeted math literacy and application strategies in warm-ups, within the lesson, or closing.

By October 2026, math teachers will incorporate a targeted math literacy and application strategies into lessons.

By December 2026, math teachers will effectively incorporate fact fluency drills, vocabulary, and the 3-Read Protocol into lessons. Based on student performance and walkthrough feedback, teachers will continue to refine practices of incorporating math literacy and application strategies. CCC’s will use the data to determine if ELT classes should be restructured to address the needs of flexible groups.

By February 2027, math teachers will continue to implement and improve opportunities to incorporate numerical reasoning within lessons. For teachers needing support with enrichment or advanced opportunities to incorporate numerical reasoning into multi-step or word problems, professional learning will be provided.

By March 2027, CCC’s will continue to use data to refine ELT placement and determine progress toward goal.

	By May 2027, math teachers will use data to evaluate the effectiveness of the targeted math literacy and application strategies related to numerical reasoning. Math Department Lead will facilitate data discussions in department meetings and provide guidance towards instructional alignment. Administrators will monitor instruction and ensure resources are allocated for professional learning and interventions. Artifacts: Sample warm-up/activator or closing activities Formative assessment results showing progress toward targeted math literacy and application strategies Unit plans with identified focus on numerical reasoning Professional learning attendance logs CCC meeting agenda and/or minutes showing data analysis Walkthrough observation notes Progress Monitoring: Ongoing formative assessments to check for understanding aligned to domain standards Unit assessments to include disaggregated numerical reasoning data During CCC meetings, math teachers will review performance data on numerical reasoning to identify strengths and weaknesses. This analysis will allow math teachers to determine students who should be placed in a Math ELT, embed numerical reasoning instruction, or adjust instructional strategies. Progress tracking of intervention groups (ELT) and warm-up or closing data
Math teachers in grades 6th-8th will analyze 99math results, student work samples, and CFA and/or CSA data to monitor progress and adjust instruction at least twice a month. Student growth will be measured by comparing baseline and ongoing fluency and assessment data, with the goal of increasing students' accuracy, efficiency, and application of arithmetic operations.	August 2026 Performance Target: By the end of the 2026-2027 school year, each grade level CCC will develop standard and DOK leveled aligned assessments for each unit. By December 2026, teachers will have developed and/or audited three (approximately one per unit) standard aligned and DOK leveled summative assessments based on the Grade Level Unit Framework. By May 2027, teachers will have developed and/or audited all standard and DOK leveled aligned summative assessments based on the Grade Level Unit Framework. Implementation (include person responsible): By August 2026, math teachers will receive training on the standards alignment audit by CCSD Assessment and/or Math Offices and complete a standards alignment audit (mapping assessment questions to corresponding curriculum standards, revising plans and materials to address gaps, and administering targeted formative assessments to measure alignment effectiveness). Between September 2026 and December 2026, CCSD Assessment and/or Math Offices will provide professional learning to math teachers (during collaboration release day) to support the development of common formative assessments. By November 2027, math teachers will meet weekly in CCC's to collaborate and create common, rigorous assessments that align with the standards and learning targets as defined in the CCC balanced unit assessment plan.

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	Between December 2026 and March 2027, math teachers will continue to focus on aligning assessment questions with curriculum standards ensuring the level of rigor is evident. By May 2027, math teachers will use performance data to evaluate the effectiveness of assessments administered. Math Department Lead will facilitate data discussions in department meetings and provide guidance towards instructional alignment. Administrators will monitor instruction and ensure resources are allocated for professional learning and other instructional needs. Artifacts: Assessment plan for each unit Sample common formative and summative assessments Student performance formative and summative assessment data CCC minutes Progress Monitoring: During math department meetings and Guiding Coalition meetings, administration and instructional leaders will conduct check-ins to review progress and data.
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Final Notes
Principal Signature

Assistant Superintendent

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