

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:

Campbell Middle School

Monitoring Date:

GOAL #1 Literacy	The percent of 7 th grade students scoring a Level 1 (145 students) will decrease by 10% as measured by the 2024-2025 English Language Arts Milestones (EOG).
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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?
ELA teachers will integrate the IXL program into the literacy curriculum to design lessons aligned with students' individual reading and proficiency levels.		<p>Performance Target:</p> <ul style="list-style-type: none"> 100% of 7th grade ELA teachers will use IXL to monitor proficiency of student reading and proficiency levels to provide targeted remediation or enrichment. <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> 7th grade ELA CCC will select IXL units congruent with ELA reading standards, incorporate selections into unit plans, and prepare for use in during classroom instruction. The CCC will also select appropriate IXL units to post on CTLS for student self-paced practice. Monthly: <ul style="list-style-type: none"> CCC will discuss the effectiveness of IXL units and share implementation progress during monthly content meetings. Tanika Parrish (admin) will monitor IXL usage, review CCC minutes, and provide feedback. Weekly: <ul style="list-style-type: none"> CCCs will review IXL data during discussions of student performance on common formative and summative assessments <p>Artifacts:</p> <ul style="list-style-type: none"> CCC minutes Unit Plans

	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • IXL progress data • Unit review of common formative and summative assessment data • Interims and the Beacon Assessment Score Growth
<p>ELA teachers will incorporate writing strategies that focus on different writing styles (narrative, informational, argumentative, and descriptive writing) to enhance students' writing skills.</p>	<p>Performance Target:</p> <ul style="list-style-type: none"> • 100% of 7th grade ELA teachers will incorporate daily writing discussion post in CTLS to enhance student' writing skills and overall literacy performance. <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ 7th grade ELA CCC will select writing topics that help students practice different styles of writing, develop critical thinking, and enhance students' ability to express ideas clearly. ○ Selected prompts will be integrated into each unit and documented on unit plans. • Monthly: <ul style="list-style-type: none"> ○ Tanika Parrish (admin) will review the various writing prompts/topics by unit plans and provide feedback to the CCC. ○ CCCs will plan and administer monthly common formative writing assessments. ○ CCC will discuss the effectiveness of writing prompts and share implementation progress during monthly content meetings. • Weekly: <ul style="list-style-type: none"> ○ CCCs will discuss common errors identified in students writing to create bi-weekly writing workshops/modules. <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC minutes • Walk Through • Unit Plans <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Quarterly common formative and summative assessment data • Interims and Quarterly Grades

GOAL #2 Math	The percent of ELL active/IEL students in grades 6-8 scoring at a Below Basic level in Math will decrease from 20% to 10% as measured by the 2024-2025 GA Milestones Math assessment.
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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?
Active ESOL/IEL students demonstrating Below Basic Math proficiency will receive targeted instruction.		<p>Performance Target:</p> <ul style="list-style-type: none"> • Students identified as Active/IEL students in a sheltered math class will demonstrate increasing mastery on grade level math skills with targeted instruction and research-based interventions by student, by standard. <p>Implementation:</p> <ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ Teachers will identify students recommended for Sheltered ESOL Math class ○ Thaler (admin) review data for placement schedule students for Sheltered ESOL classes at each grade level. • Monthly: <ul style="list-style-type: none"> ○ ESOL Administrator (Ellis), ESOL/DLI Lead (Richardson), and Sheltered Math Teacher (Martin) will review data (IXL, interims, common assessments) to determine proper placement and progress on target. • Weekly: <ul style="list-style-type: none"> ○ Sheltered Math (Martin) teacher and Push-in Math teachers to collaborate on common assessments applicable to both Active/IEL students and grade level math students. Data to be shared electronically with all ESOL team members. ○ ELLevation strategies will be reviewed and highlighted to be integrated into instruction. <p>Artifacts:</p> <ul style="list-style-type: none"> • Data to support inclusion in the class, from 2023-24 and data collected at the start of the year. • ELLevation strategy documentation

	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • IXL scores and reports • Common formative and summative assessment data • Beacon Math scores
<p>ESOL Math teachers will use IXL to monitor proficiency, remediation, and enrichment on the math standards.</p>	<p>Performance Target:</p> <ul style="list-style-type: none"> • ESOL Math teachers (sheltered and push-in) will provide differentiated IXL lessons for all students who scored below proficient on 2023-24 Math Inventory or available Math Milestones 2024 scores. <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ Grade level MATH CCCs will select IXL units congruent with math standards and plan to use in their classroom, as well as posting to CTLS for additional practice. ○ ESOL Push-in Math teachers will set up a separate aspect within CTLS for targeted support of students. ○ ESOL Math Teachers will plan implementation of the benchmark Math assessment in IXL to determine math-specific needs. • Monthly: <ul style="list-style-type: none"> ○ CTLS and IXL monitoring by ESOL Administrator (Ellis) and Math Administrator (Thaler). ○ ESOL Math Teachers review progress of targeted students. ○ Communication with families through CTLS Parent to highlight growth or needs for support. • Weekly: <ul style="list-style-type: none"> ○ ESOL Math Teachers include targeted IXL lesson based on student performance in CTLS. <p>Artifacts:</p> <ul style="list-style-type: none"> • CTLS Learn classrooms – assignments and resources • CCC minutes and additional ESOL team communications <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • IXL Reports • Common formative and summative assessment data • Beacon Math scores
<p>ESOL Math teachers will utilize 360° math white boards to monitor proficiency, remediation, and enrichment on the math standards.</p>	<p>Performance Target:</p> <ul style="list-style-type: none"> • ESOL Math Teachers will use 360° math boards at least twice a week with the language of math written as part of the work. <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ Grade level Math CCCs will select Math 360° activities to use in their classroom.

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- ESOL Math teachers will identify key “language of math” elements that should be universal in ESOL supported classrooms.
- Monthly:
 - Admin will review the math 360° activities from the unit plans
 - CCCs will group students for remediation, additional practice or enrichment based on standards covered and equation steps.
- Weekly:
 - Students will use laptops to take a picture of their work on the 360° board for their Office 365 folder.

Artifacts:

- CCC minutes
- Unit Plans
- Student images

Progress Monitoring:

- Common assessments Show Your Work paper
- Common formative and summative assessment data
- Beacon Math scores

GOAL #3 School Selected	The percentage of code of conduct violations including physical altercation (R4) will decrease by 13% from 114 incidents to 99 incidents as measured by the district Discipline Summation Report.
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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?
Administrators will meet to calibrate behaviors that constitute R4 discipline (what makes it go from R3 to R4)		Performance Target: <ul style="list-style-type: none"> 100% of the administrative team will clearly articulate the similarities and differences in the R3, R4, and R6 code of conduct violations.
		Implementation (include person responsible): <ul style="list-style-type: none"> Pre-preplanning: <ul style="list-style-type: none"> Admin will review Family Information Guide and meet with Charles Amica to outline operational definitions and key behaviors that differentiate R3, R4, and R6 code of conduct violations. First Quarter: <ul style="list-style-type: none"> As a collective, admin will review evidence from any student physical misconduct that occurs between August through October to calibrate interpretation and application of R3, R4, or R6 code of conduct violations. Ongoing: <ul style="list-style-type: none"> At the end of each quarter, the admin team will review incident descriptions included in R4 code of conduct violations available in discipline reports.
		Artifacts: <ul style="list-style-type: none"> Operational definitions of R3, R4, & R6 code of conduct violations
		Progress Monitoring: <ul style="list-style-type: none"> Comprehensive Discipline Reports
Teachers will provide clear and consistent instruction to students regarding appropriate		Performance Target: <ul style="list-style-type: none"> 100% of CMS teachers will present a behavior lesson once per month specifically designed to address the reduction of physical altercations.

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behavior (Respectful, Responsible, and Safe) while in school.

Identified students will receive weekly counseling lessons on respectful, responsible behavior specifically targeted toward physical aggression.

Implementation (include person responsible):

- Preplanning:
 - The PBIS Committee, led by the administrator & Alex Gorrell (Counselor), will create behavior expectation lessons for staff to present to students addressing Physical Altercations throughout the year.
 - PBIS Committee will train staff on prepared lessons for the 24-25 school year.
 - PBIS Behavior Expectation posters will be displayed throughout the school and in all classrooms.
 - The PBIS Committee will select dates for distribution and instruction for each monthly behavior lesson.
- Monthly:
 - Admin will meet with each grade level to discuss behavior expectations
 - The admin will share data on targeted behavior with students.
 - Alexandra Gorrell will collect data to pinpoint areas and times where targeted behavior most commonly occurs.
- Weekly:
 - Admin will track and discuss targeted behavior data
 - Behavior data will be shared at each grade-level meeting to address targeted behavior
- Ongoing:
 - Behavior expectations reminders will be shared during morning and afternoon announcements.

Artifacts:

- Monthly Admin PowerPoints
- Data presentations from PBIS committee
- Admin meeting minutes
- PBIS Behavior posters
- Classroom behavior management plans
- Monthly targeted lesson

Progress Monitoring:

- Weekly review of discipline referrals in CSIS
- Monthly PBIS meetings

Performance Target:

- 100% of students who receive two or more referrals for physical aggression will be recommended for placement in the “Building Champions” groups to participate in weekly meetings to counsel students on becoming better friends, classmates, and citizens.

Implementation (include person responsible):

Pre-Planning:

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- Erica Lester, Alexandra Gorrell, and Cindi Valencia will identify lessons and circle prompts for monthly lessons for “Building Champions” participants.

Monthly:

- Grade-level counselors will use data to create monthly lessons for identified students with two or more R4 offenses.

Artifacts:

- Weekly lesson plans and prompts provided by the grade-level counselors.
- Attendance documentation