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| ***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: Lost Mountain Middle School** |
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| **Monitoring Date: 2024-2025 School Year** |
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| **GOAL #1** **Literacy** | **During the 2024-2025 school year, Lost Mountain Middle School will increase the percentage of students making 2 or 3 on “key ideas and details” domain 3% from 66% to 69%.** |

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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?** |
| Administration will provide PL in August and September on spiraling to include this domain on all assessments monitored through assessment storage in staff CCC notebook on a monthly basis throughout the year. | 8/1/24 | **Performance Target: We want to see all CCCs implementing common summative assessments that contain several questions from units previously taught, as well as the current unit.**  |
| **Implementation (***include person responsible***): Administration will be responsible to deliver professional learning on identifying priority standards from previous units and incorporating questions from those units into summative assessments from the current unit. PL will be delivered twice per month in August and September and as needed after that.** |
| **Artifacts: Teacher created common summative assessments, CCC agendas, PL Agendas** |
| **Progress Monitoring: Progress will be monitored by administration by reviewing CCC Data Notebooks that are shared at the beginning of the year- These notebooks are used to store CCC data, assessments, agendas, and any other pertinent information. Also, through discussions with individual CCCs. We will use cumulative data on questions from previous units to monitor retention of information.**  |
| Strategic placement of students scoring in the 1 range on this domain into academic blocks where progress will be monitored by teacher-created assessments monthly throughout the school year. Placement of these students will be evaluated every nine weeks. | 6/2024 | **Performance Target: We want to see this action step lead to students with similar needs grouped specifically with an academic block teacher who specializes in address these needs. For example: students scoring in a 1 in this domain, will be placed with an ELA academic block teacher instead of a school-wide academic block focus on math.** |
| **Implementation (***include person responsible***): Administration will be charged with taking Milestone data and scheduling these students with teachers who will meet their academic needs.** **Teachers will use common summative assessment data to evaluate progress and inform scheduler of changes they believe need to be made as the year progresses.** |
| **Artifacts: Rosters, Milestone data, Summative Assessment data** |
| **Progress Monitoring: Common assessment data will be used to monitor progress of students. CCC agendas will provide information on discussions of students, their progress, and their current and future placements. At the end of the year, domain data from the Georgia Milestone will guide us on how successful our changes were.** |

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| **GOAL #2****Math** | **During the 2024-2025 school year, we will increase the percentage of students making a 2 or 3 on “ratios and proportional relationships” domain from 60% to 63%.**  |

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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?** |
| The administration will provide PL in August and September on spiraling to include this domain on all assessments monitored through assessment storage in staff CCC notebook. | 8/1/2024 | **Performance Target: We want to see all CCCs implementing common summative assessments that contain several questions from units previously taught, as well as the current unit.**  |
| **Implementation (***include person responsible***): Administration will be responsible to deliver professional learning on identifying priority standards from previous units and incorporating questions from those units into summative assessments from the current unit. PL will be delivered twice per month in August and September and as needed after that.** |
| **Artifacts: Teacher created common summative assessments, CCC agendas, PL Agendas** |
| **Progress Monitoring:**  **Progress will be monitored by administration by reviewing CCC Data Notebooks that are shared at the beginning of the year- These notebooks are used to store CCC data, assessments, agendas, and any other pertinent information. Also, through discussions with individual CCCs. We will use cumulative data on questions from previous units to monitor retention of information.**  |
| Strategic placement of students scoring in the 1-2 range in this domain into academic blocks by the first week of school monitored by teacher-created assessments. Placement to be re-evaluated every nine weeks throughout the year. | 6/2024 | **Performance Target: We want to see this action step lead to students with similar needs grouped specifically with an academic block teacher who specializes in address these needs. For example: students scoring in a 1 in this domain, will be placed with a math academic block teacher instead of a school-wide academic block focus on math where all students receive similar instruction.** |
| **Implementation (***include person responsible***): Administration will be charged with taking Milestone data and scheduling these students with teachers who will meet their academic needs.** **Teachers will use common summative assessment data to evaluate progress and inform scheduler of changes they believe need to be made as the year progresses.** |
| **Artifacts: Rosters, Milestone data, Summative Assessment data** |
| **Progress Monitoring:**  **Common assessment data will be used to monitor progress of students. CCC agendas will provide information on discussions of students, their progress, and their current and future placements. At the end of the year, domain data from the Georgia Milestone will guide us on how successful our changes were.** |

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| **GOAL #3****School Selected** | **By the end of the 2024-2025 school year, Lost Mountain Middle School will decrease the amount of students that are absent 10% or more of the school days by 1% from 8% to 7%.**  |

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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?** |
| Counselors will deliver attendance lessons in all reading/language classes to demonstrate the importance of regular attendance beginning in August and finishing before November. | 8/1/2024 | **Performance Target: The desired outcome of this action is to let students see attendance data and its impact on their education. This also allows students to put a name and face to somebody they can speak with about attendance.** |
| **Implementation (***include person responsible***): Counselors will schedule visits with each reading/foreign language teacher in the building during the first few months of school to teacher a 30 minute lesson on the importance of regular attendance.** |
| **Artifacts: Counselors Powerpoint presentations/lessons, attendance data** |
| **Progress Monitoring: Core team (comprised of attendance clerk, counselors, social worker, and administration) meets every other week to discuss topics, including attendance data. We will monitor trends and issues through these meetings.** |
| Once per 9 weeks throughout the school year, students attending school at least 91% of the school days at the time, will be given extra rewards during celebration Fridays.  | 9/2024 | **Performance Target: The goal of this is to celebrate students demonstrating regular attendance and to motivate students that could show improvement.** |
| **Implementation (***include person responsible***): Administrators will schedule the events and assist teachers with monitoring the event. This is in conjunction with our normal Friday celebrations- Administration will just purchase extra treats for students with regular attendance.** |
| **Artifacts: Attendance reports** |
| **Progress Monitoring:**  **Core team (comprised of attendance clerk, counselors, social worker, and administration) meets every other week to discuss topics, including attendance data. We will monitor trends and issues through these meetings.** |

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| **Final Notes** |
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| **Principal Signature** |
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| **Assistant Superintendent** |
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