

School Name: Lost Mountain Middle School
Date: June 11, 2025

GOAL #1 Literacy	By the end of the 2025-2026 school year, Lost Mountain will increase the percentage of our students in all grades scoring a 2 or a 3 on the “Key Ideas and Details” domain on the Georgia Milestone ELA Assessments at the end of the year from 69% to 72%.
-----------------------------------	---

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?
All Reading and ELA teachers will incorporate 2 warm-ups per week that focus specifically on questions and tasks requiring students to focus on identifying key ideas and details- with data being monitored through collection of warm-ups and discussion of data in Reading and ELA CCCs.	August 2025	<div style="background-color: #e6f2ff; padding: 10px;"> Performance Target: Last year this domain was also our lowest domain, so it was our literacy goal. We met our goal, but it continues to be our lowest domain. This year we want to see all of our Reading and ELA teachers keeping this domain current with students, addressing areas of strengths and concerns in CCC meetings, and identifying additional skills needed by students. </div> <div style="background-color: #e6f2ff; padding: 10px;"> Implementation (include person responsible): Administration will review SSP goals and actions steps with entire staff during pre-planning. Teachers will be responsible for designing warm-up questions and collecting data on warm-up questions. Reading and ELA CCCs will be responsible for analyzing data, developing plans for students who have advanced skills in this domain, and plans for students who need additional support in this domain. </div> <div style="background-color: #e6f2ff; padding: 10px;"> Artifacts: Teacher unit plans Teacher Agendas CCC Agendas Student Warm-Ups </div> <div style="background-color: #e6f2ff; padding: 10px;"> Progress Monitoring: Progress will be monitored, using evidence collected from: <div style="display: flex; justify-content: space-between;"> Admin walks of CCC meetings Review of CCC Notebooks </div> <div style="display: flex; justify-content: space-between;"> Admin walks of classrooms BEACON assessments </div> Review of 2026 Milestone data </div>

<p>Reading and ELA teachers will intentionally design all common formative and summative assessments to include questions relating to key ideas and details.</p>	<p>August 2025</p>	<p>Performance Target: Last year this domain was also our lowest domain, so it was our literacy goal. We met our goal, but it continues to be our lowest domain. The desired outcome of the action step is to keep this domain current with students by assessing it regularly, identifying students who are requiring more support, and ensuring they receive that support.</p> <p>Implementation (include person responsible): Reading and ELA teachers will design common formative and summative assessments to include questions from this domain. Administration will be addressing assessment design ongoing throughout the entire school year. Reading and ELA CCCs will collect and analyze data on these common questions- and develop a plan for students who have mastered the skill and a plan for those requiring more support.</p> <p>Artifacts: Common formative assessments Common summative assessments CCC agendas</p> <p>Progress Monitoring: Progress will be monitored using evidence collected from: Reviewing common formative and summative assessments Reviewing CCC notebooks/agendas Classroom visits – formal and informal. CCC visits Georgia Milestone assessment BEACON assessment</p>
--	--------------------	--

GOAL #2 Math	By the end of the 2025-2026 school year, Lost Mountain will increase the percentage of students scoring a 3 or 4 on the Math Georgia Milestones from 71% to 74% by implementing action steps to address the lowest domain in each grade level by the end of the year, which are: 6 th grade: Equations 7 th grade: Geometric Reasoning 8 th grade: Functions
-------------------------------	--

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?
All Math teachers will incorporate 2 warm-ups per week that focus specifically on questions and tasks requiring students to focus on their lowest domains. 6 th /Equations, 7 th /Geometric Reasoning, and 8 th /Functions.	August 2025	<p>Performance Target: This year we want to see all of our Math teachers keeping these domains current with students, addressing areas of strengths and concerns in CCC meetings, and identifying additional skills needed by students.</p> <p>Implementation (include person responsible): Administration will review SSP goals and actions steps with entire staff during pre-planning. Math teachers will be responsible for designing warm-up questions and collecting data on warm-up questions. Math CCCs will be responsible for analyzing data, developing plans for students who have advanced skills in their respective domains, and plans for students who need additional support in those domains.</p> <p>Artifacts: Teacher unit plans Teacher Agendas CCC Agendas Student Warm-Ups</p> <p>Progress Monitoring: Progress will be monitored, using evidence collected from: Admin walks of CCC meetings Review of CCC Notebooks Admin walks of classrooms BEACON assessments Review of 2026 Milestone data</p>

<p>Math teachers will intentionally design all common formative and summative assessments to include questions relating to their specific grade-levels lowest domains: 6th/Equations, 7th/Geometric Reasoning, and 8th/Functions.</p>	<p>August 2025</p>	<p>Performance Target:</p> <p>The desired outcome of the action step is to keep these lower domains current with students by assessing it regularly, identifying students who are requiring more support, and ensuring they receive that support.</p>
		<p>Implementation <i>(include person responsible):</i></p> <p>Math teachers will design common formative and summative assessments to include questions from these domains.</p> <p>Administration will be addressing assessment design ongoing throughout the entire school year.</p> <p>Math CCCs will collect and analyze data on these common questions- and develop a plan for students who have mastered the skills and a plan for those requiring more support.</p>
		<p>Artifacts:</p> <p>Common formative assessments</p> <p>Common summative assessments</p> <p>CCC agendas</p>
		<p>Progress Monitoring:</p> <p>Progress will be monitored using evidence collected from:</p> <p>Reviewing common formative and summative assessments</p> <p>Reviewing CCC notebooks/agendas</p> <p>Classroom visits – formal and informal.</p> <p>CCC visits</p> <p>Georgia Milestone assessment</p> <p>BEACON assessment</p>

GOAL #3 School Selected	By the end of the 2025-2026 school year, Lost Mountain Middle School will decrease the percentage of students that are absent 10% or more of the school days by 1% from 6% to 5%.		
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/ELA classes to demonstrate the importance of regular attendance beginning in August and continuing through November.	August 2025	Performance Target: The desired outcome is to reach all students to reduce our absenteeism by 1% by proactively speaking to students about the importance of regular school 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: Progress will be monitored through evidence collected at regular core team meetings (comprised of attendance clerk, counselors, social worker, and administration) meets once per month to discuss attendance data. We will monitor trends and issues through these meetings.	
After November, counselors will create groups of students on pace to reach 10% absenteeism and create strategy resources in a special flexblock time.	August 2025	Performance Target: The desired outcome of the action is to identify students on pace to miss 10% of the school days or more and provide direct assistance to student and home to help prevent students who meet the 10% threshold.	
		Implementation (include person responsible): Core team will monitor data. Counselors will create small groups that will require remediation. Administration will support scheduling the flex block.	

Artifacts:

Attendance reports.
Core team notes
Flex block lessons

Progress Monitoring:

Progress will be monitored through evidence collected by attendance reports and other closely monitored data reports through core team from students receiving additional support during flex block.

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