

School Name: Lost Mountain Middle School
Date: June 25, 2026

GOAL #1 Literacy	Lost Mountain will increase the percentage of our students in all grades scoring a 2 or a 3 of the Beacon Assessment by 3% from the Fall to the Spring test.
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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?
All Reading and ELA teachers will incorporate 2 warm-ups per week that focus specifically on questions that were in the areas with the least amount of growth for each particular grade level. 6 th : Context Structure and Style 7 th : Grammar Conventions 8 th : Grammar Conventions ELA teachers will use this data to group students by instructional need and provide targeted intervention, grade-level practice, or enrichment at least once per week.	August 2026	Performance Target: This year we want to see all of our Reading and ELA teachers addressing areas of strengths and concerns in CCC meetings, and identifying additional skills needed by students after the 1st Beacon assessment. After receiving this data, teachers will develop warm-ups focusing on these areas. 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. Artifacts: Teacher unit plans Teacher Agendas CCC Agendas Student Warm-Ups Beacon Data 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

Our building will begin a school-wide reading and writing initiative across all subject areas to provide more opportunities for students to increase performance in these areas. This will focus on developing paragraphs with main ideas, supporting sentences, and conclusion sentences; as well as reading for information. Monthly PL will be delivered by teacher leaders and district ELA personnel. This will focus on using consistent language as a building and educating all teachers on how to help students develop paragraphs in their subject areas.	August 2026	Performance Target: We believe that more practice with reading and writing for our students will help them in all academic areas. The ultimate goal is for all teachers in all subjects to be familiar with what students are working on in ELA and reading classes and to help support them as they work through their curriculum. Implementation (<i>include person responsible</i>): Reading and ELA CCCs will meet weekly with other subject areas to provide updates. Our ELA subject-area coordinator and district support staff will provide professional development for staff. Administration will address assessment results and trends with staff during pre-planning and on digital learning days. Artifacts: Common formative assessments Common summative assessments CCC agendas 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 BEACON assessment
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GOAL #2 Math	Lost Mountain will increase the percentage of students scoring a 3 or 4 on the Math Georgia Milestones by 3% this school year. 6th grade: Algebraic Reasoning: Expressions 7th grade: Geometric Reasoning 8th grade: Geometric Reasoning
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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?
All Math teachers will incorporate 2 standards-based warm-ups per week that focus specifically on questions and tasks requiring students to focus on their lowest domains for that particular grade level (see goal above). Math teachers will use this data to group students by instructional need and provide targeted intervention, grade-level practice, or enrichment at least once per week.	August 2026	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. 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, assessments, and collecting data. 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. Artifacts: Teacher unit plans Teacher Agendas CCC Agendas Student Warm-Ups 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 Milestone data
Teachers will also implement at least two standards-aligned assessments per unit requiring students to apply mathematical concepts from previous units (spiraling). During CCCs, teachers will review student	August 2026	Performance Target: 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.

Cobb County School District SSP MS/HS

work and assessment results to measure mastery, regroup students, and adjust instruction.

Implementation (*include person responsible*):

Administration will review SSP data with entire staff during pre-planning.

Math teachers will design common formative and summative assessments to include questions from these domains (spiraling).

Administration will be addressing assessment design ongoing throughout the entire school year.

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.

Artifacts:

Common formative assessments

Common summative assessments

CCC agendas

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

GOAL #3
School Selected

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?

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