COBB COUNTY
SCHOOL DISTRICT

School Name: CAMPBELL MIDDLE SCHOOL
Date: 6/3/2025

GOAL #1 **Literacy**	**By May 2026, the percentage of 8th grade students scoring above 525 (Proficient or Distinguished) on the ELA Milestones will increase by at least 5 percentage points.**

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?**
Integrate the RACES writing strategy in Science and Social Studies to strengthen student responses to text- and data-based prompts, aligned to ELA writing standards.	August 2025	**Performance Target:** 100% of 8th grade Science and Social Studies teachers will implement the RACES strategy at least once per unit. **Implementation (**_include person responsible_**):** **Preplanning:** • PD for all Science and Social Studies teachers on RACES (anchored in Ellevation scaffolds). • Provide RACES anchor charts, sentence stems, and exemplars tailored for ELLs/SWD. • Crosswalk: identify 3 ELA priority standards where RACES is the strongest fit (e.g., citing evidence, explanatory writing, text-based analysis). **Monthly:** • Teachers submit unit plans with at least one RACES-integrated writing task. • Monthly CCC sessions focused on co-developing RACES prompts for upcoming units. • Joint ELA + content PD twice per semester to calibrate scoring of RACES responses. • Admin walkthroughs use a RACES fidelity checklist: • Clear RACES prompt displayed. • Students using sentence stems/scaffolds. • Evidence cited from text/data. • Peer observation cycles where teachers model a RACES lesson.

Quarterly:
- Collect and review 2–3 student RACES responses from each content class.
- Cross-department scoring calibration of RACES responses using a rubric.
- "On Your Mark" – RACES Competition at each grade level

Artifacts:
- Unit plans with highlighted RACES integration.
- Walkthrough checklist data (fidelity of RACES use).
- Student writing samples scored with a RACES rubric (disaggregated by subgroup).
- CCC agendas and minutes showing collaborative RACES planning.

Progress Monitoring:
Leading Indicators:
- By December, 70% of walkthroughs show RACES strategy use with fidelity; by May, 90%.
- By midyear, at least 80% of Science/Social Studies unit plans include a RACES task.
Lagging Indicators (student outcomes):
- Midyear: 60% of students score at least "developing" or higher on RACES rubric.
- End-of-year: 75% of students score "proficient" or higher on RACES rubric.
- Subgroup check: at least 70% of ELL/SWD show growth of one performance level.

Use *CommonLit 360* assessment and progress data to identify skill gaps, group students by instructional need, and implement targeted weekly interventions to improve reading comprehension.

Performance Target:
100% of 8th grade Reading teachers will use Common Lit 360 for data analysis of student learning to determine weekly interventions.

Implementation (*include person responsible***):**

Preplanning
- Training for Reading teachers on CommonLit 360 data reports.

Weekly
- Teachers review CommonLit 360 data in CCC planning.
- Interventions delivered during protected time (e.g., Spartan Spark).
- Intervention logs maintained, tagged by subgroup.

Quarterly
- Admin compares Beacon data to CommonLit 360 to track alignment.
- Students reflect on progress and set new reading goals.

Artifacts:
- Weekly CommonLit 360 data reports.
- Intervention logs by subgroup.
- CCC meeting notes.
- Beacon benchmark data.

Progress Monitoring:

- % of students receiving documented interventions weekly.
- Comparison of Beacon baseline vs growth each quarter.
- Teacher Capacity: By mid-year, 85% of teachers score "proficient" on Ellevation use checklist (e.g., consistent strategy use, ELL accommodations).
- Cross-Department Planning: 100% of scheduled joint ELA + content CCC sessions occur; agendas/artifacts uploaded.
- Fidelity Checks: Admin walkthroughs show evidence of strategy use in at least 70% of observed lessons by December, increasing to 90% by May.

GOAL #2 Math	By May 2026, the percentage of 8th grade students scoring above 525 (Proficient or Distinguished) on the Math Milestones will increase by at least 5 percentage points.

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?
Utilize Delta Math assessment data to guide the planning of weekly spiral review sessions to target foundational and previously taught math standards using differentiated tasks from Progress Learning.		**Performance Target:** 100% of 8th grade math teachers will use Delta Math to analyze student learning and plan weekly spiral review sessions each Monday, reinforcing foundational standards and previously taught concepts with differentiated Progress Learning tasks. At least 80% of students will improve mastery on spiraled standards (measured by Delta Math trends after 4–6 weeks).
		Implementation (include person responsible): **Pre-planning:** • Teachers receive training on analyzing Delta Math reports. • Teachers will receive training on Progress Learning tasks. • Teachers identify standards to target for spiral review. **Weekly:** • During weekly CCC, teachers analyze Delta Math performance data. • Based on results, teachers identify priority standards or concepts needing reinforcement. • Each Monday, teachers implement spiral review mini-lessons or stations. • Progress Learning tasks are differentiated by student proficiency level (based on Delta Math analysis).
		Artifacts: • Delta Math data reports highlighting skill deficits • Weekly spiral review posted on CTLS • Differentiated Progress Learning task assignments by skill and student group as evidenced in CTLS groupings.
		Progress Monitoring: • **Weekly**: Teachers complete data review and document the standard(s) targeted during Monday spiral review. • **Monthly Department Meeting**: CCC teams review Delta Math mastery trends as part of department meeting and evaluate whether targeted spiral reviews are improving retention; review subgroup trends for ELL and SWD students.

		• **Quarterly**: Compare formative, summative and Beacon data to evaluate student growth on spiraled standards.
Integrate at least one math-based IB science task per quarter that requires students to process and evaluate information, graph data, and interpret results in alignment with IB MYP Science criteria.		**Performance Target:** 100% of 8th grade Science teachers will implement at least one IB math-integrated task per unit, focused on processing and evaluating, graphing, and data interpretation with corresponding Thinking Maps for organization. At least 70% of students demonstrate proficiency in Criterion C (Processing & Evaluating) on a common rubric.
		Implementation (*include person responsible***):** **Pre-planning:** • Teachers receive targeted PD on designing and implementing math-integrated tasks aligned to IB MYP Science Criterion C (Processing and Evaluating) and math practices. • Identify existing IB MYP tasks that include mathematical components or collaborate to design new ones. • Targeted professional development on using Thinking Maps to communicate ideas and demonstrate thinking across subject areas. **Quarterly:** • During unit planning, teachers include at least one math-integrated activity that involves data collection, graphing, and analysis. • Collaborate with math teachers to ensure vertical alignment of skills and expectations. • Instructional walkthroughs focused on evidence of IB math integrated tasks and Thinking Maps to visualize content mastery.
		Artifacts: • IB unit plans with integrated math task clearly identified • Student work samples demonstrating graphing, data interpretation, and written evaluations • Task instructions and rubrics aligned to IB Criterion C • CCC meeting notes or collaborative planning documentation • Student Thinking Maps
		Progress Monitoring: • Review of student work samples to evaluate effectiveness of math integration in demonstrating Criterion C proficiency • Quarterly CCC reviews to assess student growth in data analysis and interpretation • Instructional walkthroughs data reflections of the integration of math concepts within science instruction

GOAL #3 School Selected	By May of 2026, the percentage of insubordination referrals will decrease by 13% from 143 incidents to 124 incidents as measured by the district-level discipline reports.

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?
Implement a schoolwide behavior expectation system of PBIS that includes explicit instruction of behavior expectations, positive behavior supports, and targeted interventions for students with repeated behavior infractions, with a focus on reducing insubordination incidents.	August 2025	**Performance Target:** 100% of teachers and staff will implement schoolwide behavior expectation system of PBIS, with monthly documentation of behavior intervention strategies for students with repeated referrals.
		Implementation (*include person responsible***):** **Pre-Planning:** • Develop or revise a behavior expectations matrix that includes specific examples of respectful and compliant behaviors. • Train all staff on using consistent language and procedures for addressing defiance and redirection. • Display expectations visibly in classrooms and hallways. **Weekly:** • Implement weekly or monthly recognition systems for students demonstrating positive behaviors. • Include behavior goals in Spartan Spark check-ins through PBIS app. **Monthly:** • Identify students with multiple referrals and create Tier 2 support plans • RTI Committee meets to monitor student behavior data and adjust supports. **Ongoing Staff Support & Accountability:** • Use weekly grade level meetings to review discipline trends and share strategies. • Admins conduct regular classroom walkthroughs to reinforce implementation fidelity.
		Artifacts: • Schoolwide behavior matrix and posted expectations • Teacher behavior documentation of PBIS reports • Monthly student behavior data summaries by admin • Recognition system materials from PBIS store • Counselor documentation of intervention groups

Implement Tier 2 behavior intervention plans for students with repeated referrals, including targeted supports such as check-in/check-out (CICO), social skills groups, and behavior mentoring, to address patterns of insubordination and promote positive behavior changes.

Progress Monitoring:

- Bi-weekly classroom walkthroughs to assess fidelity of posted expectations and consistent use of PBIS language
- Monthly review of discipline data to monitor trends in insubordination referrals and identify students needing Tier 2 support
- Weekly grade-level meetings to reflect on discipline patterns and share behavior management strategies
- Monthly review of PBIS recognition data to track frequency of positive student acknowledgments and participation in the reward system
- Monthly RTI committee meetings to evaluate the effectiveness of Tier 2 behavior plans and adjust based on student response
- Ongoing review of counselor intervention group logs to assess behavior improvement in targeted students
- Quarterly audits of behavior documentation submitted by teachers to ensure consistency and completeness in PBIS reporting
- Pre-planning review of staff training participation and feedback to ensure readiness for schoolwide PBIS implementation

Performance Target:
By May 2026, 85% of students with three or more behavior referrals will show a reduction in repeat referrals after receiving Tier 2 interventions, as measured by quarterly behavior data reviews.

Implementation (*include person responsible***):**

August 2025 (Pre-planning):
- Identify Tier 2 behavior interventions to be used schoolwide
- Train staff on intervention assignment process and documentation expectations
- Coordinate with counselors and behavior interventionists to create support group schedules

Monthly:
- Counselors and grade-level teams review discipline data to identify students who qualify for Tier 2 support
- Assign students to specific interventions (e.g., CICO, social skills group, behavior contract)
- Monitor and document student progress through weekly check-ins

Quarterly:
- RTI committee reviews Tier 2 plans and behavior data to determine intervention effectiveness
- Adjust supports based on student response and referral trends

- Monthly review of Tier 2 behavior tracking forms to assess participation and goal progress
- Counselor documentation of student participation in small group interventions
- Quarterly analysis of referral data to evaluate the reduction of repeat offenses among Tier 2 studen
- RTI committee meeting notes reflecting intervention adjustments and student progress

Final Notes

Principal Signature

Assistant Superintendent