COBB COUNTY
SCHOOL DISTRICT

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:
Hightower Trail MS
Monitoring Date:
August 2025-May 2026

GOAL #1 Literacy	The percent of students scoring a 3 or 4 in the reading literary text domain will increase from 77% to 80% as measured by the 2025-2026 ELA milestone.

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?
Language arts teachers will implement targeted strategies on a weekly basis for identified students scoring level 1 or level 2 on the ELA milestone.		**Performance Target:** Measure student growth in the literary text domain via locally created common formative assessments and the BEACON.
		Implementation (*include person responsible***):** ELA teachers will administer the BEACON 3 times throughout the school year. • Marlie Sherer (Subject Coordinator)- serve as "go to person" for any CFA questions • ALL ELA teachers- will administer the BEACON at 3 intervals per year (August, January, and March)
		Artifacts: • BEACON assessment data • Records of targeted instruction and support • CCC data charts
		Progress Monitoring: Progress monitoring will include data analysis of CFAs, targeted instruction during Academic Opportunity for students falling below proficiency, and analysis of student results on the BEACON.

Language arts teachers will implement the use of morphemes by unit for all 6-8 students based on content-specific standards covered in science, social studies, and math.		**Performance Target:** Measure student growth in the literary text domain based on mastery of identified morphemes for grades 6-8.
		Implementation (*include person responsible***):** ELA teachers will teach 30 grade-level specific roots throughout the course of the year • Marlie Sherer (Subject Coordinator)- create the root list for each grade level • ALL ELA teachers- will teach the grade-level specific list of 30 roots throughout the year • ALL core teachers- look for opportunities to connect root words to their content
		Artifacts: • Morpheme list by grade level • BEACON assessment data
		Progress Monitoring: Progress monitoring will include data analysis of CFAs (including root words), targeted instruction during Academic Opportunity for students falling below proficiency, and analysis of student results on the BEACON.

GOAL #2 Math	The percent of students scoring a 3 or 4 in math content mastery will increase from 77% to 80% as measured by the 2025-2026 math milestone.

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 increase math fluency proficiency for all students by integrating math fluency practice into weekly math instruction, as measured by locally developed math fluency assessments.		**Performance Target:** Improve math fluency (number sense) for all students by enhancing their ability to solve math problems quicker and more accurately.
		Implementation (*include person responsible*): Math teachers will reinforce basic skills within their daily math instruction and classes. Math teachers will administer locally created math fluency assessments on a weekly basis.
		Artifacts: Artifacts will include math fluency data, documentation of math fluency activities (Delta Math, IXL, locally created practice) integrated into lesson plans.
		Progress Monitoring: Periodic assessments of math fluency (locally timed drills, computation challenges, etc.) will be administered to monitor student progress. Additionally, student performance on formative and summative assessments will provide insight into the effectiveness of the strategies and direct future instruction.
All math teachers will implement targeted math interventions for students performing below proficiency during weekly intervention blocks, as evidenced by CCC data.		**Performance Target:** Provide targeted math intervention to students who demonstrate a need, ensuring they receive necessary support to improve math performance.
		Implementation (*include person responsible*): All math teachers use weekly Academic Opportunity to support students on foundational skills and current math material.
		Artifacts: Teacher input, milestone scores, MI scores

Progress Monitoring: Regular review of student progress data on BEACON.	

GOAL #3 **School Selected**	The percent of active ELL students in grades 6-8 scoring at a basic or below basic level in ELA will decrease by 5% as measured by the 2025-2026 ELA milestone.

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?**
ESOL ELA teachers will implement targeted strategies on a weekly basis for identified students scoring level 1 or level 2 on the ELA milestone.		**Performance Target:** Measure student growth in the literary text domain via locally created common formative assessments and the BEACON.
		Implementation (*include person responsible***):** ELA teachers will administer the BEACON 3 times throughout the school year. • Marlie Sherer (Subject Coordinator)- serve as "go to person" for any CFA questions • Ripley (ESOL lead) and Crispo (ESOL teacher)- will administer the BEACON at 3 intervals per year (August, January, and March)
		Artifacts: • BEACON assessment data • Records of targeted instruction and support CCC data charts
		Progress Monitoring: Progress monitoring will include data analysis of CFAs, targeted instruction during Academic Opportunity for students falling below proficiency, and analysis of student results on the BEACON.

Language arts teachers will implement the use of morphemes by unit for all 6-8 students based on content-specific standards covered in science, social studies, and math.		**Performance Target:** Measure student growth in the literary text domain based on mastery of identified morphemes for grades 6-8.
		Implementation (*include person responsible***):** ELA teachers will teach 30 grade-level specific roots throughout the course of the year • Marlie Sherer (Subject Coordinator)- create the root list for each grade level • ALL ELA teachers- will teach the grade-level specific list of 30 roots throughout the year • ALL core teachers- look for opportunities to connect root words to their content
		Artifacts: • Morpheme list by grade level • BEACON assessment data
		Progress Monitoring: Progress monitoring will include data analysis of CFAs (including root words), targeted instruction during Academic Opportunity for students falling below proficiency, and analysis of student results on the BEACON.

Final Notes

Principal Signature
Hannah Polk

Assistant Superintendent