

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:

Lovinggood Middle School

Monitoring Date:

August 2025 – December 2025

GOAL #1
Literacy

The percentage of 8th-grade students scoring a level 3 or above on the Georgia Milestone Assessment will increase by 3% as measured by the 2025-2026 Georgia Milestone Assessment

Action Step(s)

**Summary of Artifacts Indicating Implementation
(See SSP)**

**Data Summary of Evidence Indicating Impact
(See SSP) Include progress toward goals**

<p>8th Grade ELA teachers will implement the “Self-Reported Grade/Student Expectations” Hattie strategy once per week in their 5th Academic Option class, as measured by weekly CCC minutes and quarterly observation by an administrator/ELA lead.</p>	<p>Artifacts: CCC Minutes TKES Observations District Observation Notes</p> <p>Artifact Summary: ELA teachers discuss the best ways to implement the Self-Reporting strategy in their CCCs. Part of the discussion during CCC meetings revealed that the strategy could be utilized more and have a better impact when used in more than the 5th Academic class. During our administrative observations, the students can explain what they are learning and what they need to work on using this strategy. We have not scheduled the district observation yet.</p>	<p>Evidence: Teachers post their CCC minutes in 365. Evidence of student progress can be reflected in the Beacon Assessment. Pre-Post Assessment Self-Reporting Document</p> <p>Evidence Summary: Beacon Assessment results revealed 45% scored prepared. Last year's results were similar at 46%. Samples of the students' Self-Reporting Document support that students are able to identify their areas of need</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
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GOAL #2 Math	8th Grade students earning a Level 4 on the 2025-2026 Georgia Milestone Assessment will increase by 3% from the previous year.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p>8th Grade Math teachers will use VR Prisms to deepen students' understanding of Linear relationships and functions, Systems of Equations and Exploring Geometric Relationships as measured by quarterly Unit Plans, and administrator/evaluator observation.</p>	<p>Artifacts: Student Survey on Prism effectiveness Teacher Survey on Prism effectiveness Evaluator Observation notes</p> <p>Artifact Summary: Students and staff were provided a survey via 365 to rate how much they enjoy prisms and if they feel it helps the students to connect with the content better.</p>	<p>Evidence: Unit plans and observations by administrators allow administration to interact with the students and gauge their level of involvement with the prisms.</p> <p>Evidence Summary: This year, 2025, the Winter Administration of the Beacon Assessment revealed that 18% of the students would score Distinguished based on the Upper-Level Milestone Projection. This is up from 14% at this time last year.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>



<u>Artifacts:</u>	<u>Artifact Summary:</u>	<u>Evidence:</u>

GOAL #3 School Selected	Lovinggood will receive a “Very Evident” rating for the Teacher Collaboration and Professional Learning STEM Cobb Instructional Indicator.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers will discuss STEM integration weekly in their CCC meetings as measured by CCC minutes.	<p>Artifacts: CCC Minutes</p> <p>Artifact Summary: CCC minutes are used to examine the depth of teachers discussing interdisciplinary instruction strategies used to facilitate the students' ability to develop solutions to their real world grade level problem.</p>	<p>Evidence: Students produce products and post them on the Stem Walls</p> <p>Evidence Summary: The products produced by students demonstrate their understanding of the grade-level problem, their understanding of interdisciplinary strategies, and the creativity to engineer a product.</p>

<p>Members of the STEM committee will provide PL for teachers on all grade levels once a month, as measured by a Professional Learning Log completed by the presenters.</p>	<p>Artifacts: Teacher Survey results on the effectiveness of the Professional Learning Professional Learning Log completed by the presenters</p> <p>Artifact Summary: Teachers have reported that the PL delivered by the STEM committee has deepened their understanding of the expectations. The Stem committee has been very strategic in providing PL in chunks to ensure everyone is on the same page.</p>	<p>Evidence: Evidence of the Professional Learning provided by the STEM committee being implemented has been observed by the administration and by members of the STEM committee.</p> <p>Evidence Summary: After PLs have been administered, administrators have been invited to teachers' classes to see the strategies being implemented. This supports the effectiveness of the PL.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
The percentage of 8th-grade students scoring a level 3 or above on the Georgia Milestone Assessment will increase by 3% as measured by the 2025-2026 Georgia Milestone Assessment	8th Grade ELA teachers will implement the "Self-Reported Grade/Student Expectations" Hattie strategy once per week in their 5th Academic Option class, as measured by weekly CCC minutes and quarterly observation by an administrator/ELA lead.	This was a new strategy implemented this year, and it is taking time for the teachers and students to become comfortable with it. The first semester was not a good time to invite in district personnel to observe teachers using the strategy. The plan is to invite the district in the Spring.
8th Grade students earning a Level 4 on the 2025-2026 Georgia Milestone Assessment will increase by 3% from the previous year.	8th Grade Math teachers will use VR Prisms to deepen students' understanding of Linear relationships and functions, Systems of Equations and Exploring Geometric Relationships as measured by quarterly Unit Plans, and administrator/evaluator observation.	Teachers are increasing their use of the VR Prisms, but not at the pace that was anticipated. Our last year's block schedule of 90 minutes was more conducive to using the VR Prisms. Teachers report that they need time to adjust to using the prisms in 50-minute classes due to the setup and cleaning time required to use them effectively.

Lovinggood will receive a "Very Evident" rating for the Teacher Collaboration and Professional Learning STEM Cobb Instructional Indicator.	<ul style="list-style-type: none"> Teachers will discuss STEM integration weekly in their CCC meetings as measured by CCC minutes. Members of the STEM committee will provide PL for teachers on all grade levels once a month, as measured by a Professional Learning Log completed by the presenters. 	We are meeting the expectation and are set to recertify this year.