School:

# Pine Mountain Middle School 

Principal: David Nelson
school Year: 2023-2024

## Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.

## Goal \#1: Literacy

## Superintendent's Priority: <br> 2. Simplify our foundation for teaching and learning in order to prepare for innovation.

## Literacy Initiative (Goal):

In the 2023-2024 school year, at least 80 percent of our students will meet or exceed the target score of 3 on the Georgia Milestone's ELA assessment in April, 2024.

## Critical Action: (What actions are necessary and by when?)

1. The ELA Department Chair will clarify how data from common formative and summative assessments are to be used to inform intervention and enrichment of instructional support days by July 31, 2023.
2. The ELA Department Chair will clarify the ELA CCC agenda items to be addressed under the four CCC essential questions by July $31,2023$.
3. The ELA Department Chair will introduce the CCC template for collecting common formative and summative assessment data and outline expectations by July 31, 2023.
4. ELA CCC Facilitators will submit CCC meeting template for Cobb Systems of Support Tier 1 for administrative team and department chair review at the end of weekly ELA CCC meetings beginning August 7, 2023 and ending on May 14, 2024.
5. Administration, the ELA Department Chair, and the CLIMB Behavior Coach will conduct a minimum of three coaching visits to classrooms during instructional support days to aid professional growth with remediation and enrichment activities.
6. ELA teachers, reading teachers, the ELA/Reading Department Chair, and administration will analyze the Scholastic Reading Inventory for students in Literacy Applications and Advanced Content Writing three times during the school year (start of First Semester, End/Beginning of Second Semester, End of Second Semester).
7. Reading teachers, the ELA/Reading Department Chair, and administration will administer and analyze the Scholastic Reading Inventory for students in Reading four times during the school year (start of First Semester, End of First Semester, Beginning of Second Semester, End of Second Semester)
8. ELA teachers, reading teachers, the ELA/Reading Department Chair, and administration will administer and analyze the district ELA Interim Assessments through out the school year (as units are completed per curriculum maps).
9. ELA teachers and reading teachers will use classroom discussion ( $r=0.83$ ) as an instructional strategy during lesson plan implementation a minimum of three times each nine weeks.
10. ELA teachers and reading teachers will focus on closures when implementing the instructional framework on a daily basis within each class taught.

## Goal \#1: Literacy

## Evidence: (How do we monitor progress?)

1. Administrators and the ELA Department Chair will provide feedback to staff about ELA/Reading CCC meeting notes for Cobb Systems of Support Tier 1 beginning the week of August 7, 2023 and ending the week of May 14, 2024.
2. Administrators will provide quarterly best practice round table discussions for ELA?Reading staff to discuss growth in providing remediation and enrichment activities and to share ideas and success stories about remediation and enrichment activities on August 21, 2023, October 16, 2023, and March 4, 2024.
3. The ELA and Reading Department Chair will recognize growth on student recognition displays and share results with staff during faculty meetings after the Scholastic Reading Inventory administration dates.
4. The ELA and Reading Department Chair will recognize growth on student recognition displays and share results with staff during faculty meetings after the Scholastic Reading Inventory administration dates.
5. Administration will conduct coaching discussions with ELA CCCs to foster professional growth and reflection based on ELA Interim

## Outcomes: (How do we measure success?)

1. The percentage of students scoring at grade level or above on the Scholastic Reading Inventory for students in Reading will be reviewed for overall growth from each assessment
2. The percentage of students scoring above the district average on district ELA Interim Assessments will be reviewed for overall growth from each assessment.
3. The percentage of students scoring at $80 \%$ or above on ELA/Reading classes quarterly report cards will be reviewed for overall growth from each grading period.
4. At least 80 percent of our students will meet or exceed the target score of 3 on the Georgia Milestone's ELA assessment in April, 2024.

## Reflection: (What do we do if goal is met or not met?)

During pre-planning, the staff will brainstorm ideas as to what we will do if the goal is met or not met. In addition, during Student Orientation Week, teachers will brainstorm with students as to what we will do if the goal is met or not met.

Superintendent's Priority: 2. Simplify our foundation for teaching and learning in order to prepare for innovation.

## Math Initiative (Goal):

In the 2023-2024 school year, at least 80 percent of our students will meet or exceed the target score of 3 on Georgia Milestone's math assessments in April, 2024.

Critical Action: (What actions are necessary and by when?)

1. The Math Department Chair will clarify how data from common formative and summative assessments are to be used to inform intervention and enrichment of instructional support days by July 31, 2023.
2. The Math Department Chair will clarify the CCC agenda items to be addressed under the four CCC essential questions by July $31,2023$. 3. The Math Department Chair will introduce the CCC template for collecting common formative and summative assessment data and outline expectations by July 31, 2023.
3. Math CCC Facilitators will submit CCC meeting template for Cobb Systems of Support Tier 1 to administrative team and the math department chair at the end of weekly Math CCC meetings beginning August 7, 2023 and ending on May 14, 2024.
4. Administration, the Math Department Chair, and the CLIMB Behavior Coach will conduct coaching visits to classrooms during instructional support days to aid professional growth with remediation and enrichment activities.
5. Math teachers, math support teachers, the Math Department Chair, and administration will administer and analyze the Scholastic Math Inventory for students three times during the school year (start of First Semester, End/Beginning of Second Semester, End of Second Semester).
6. Math teachers, the Math Department Chair, and administration will administer and analyze the Scholastic Math Inventory for students in Math Support four times during the school year (start of First Semester, End of First Semester, Beginning of Second Semester, End of Second Semester).
7. Math teachers, math support teachers, the Math Department Chair, and administration will administer and analyze the district Math Interim Assessments through out the school year (as units are completed per curriculum maps).
8. Math teachers and math support teachers will classroom discussion ( $r=0.83$ ) as an instructional strategy a minimum of three times each nine weeks.
9. Math teachers and math support teachers will focus on closures when implementing the instructional framework on a daily basis within each class taught.

## Goal \#2: Math

## Evidence: (How do we monitor progress?)

1. Administrators and the math department chair will provide feedback to math staff about CCC meeting notes for Cobb Systems of Support Tier 1 beginning the week of August 7, 2023 and ending the week of May 14, 2024.
2. Administrators will provide quarterly best practice round table discussions for math and math support staff to discuss growth in providing remediation and enrichment activities and to share ideas and success stories about remediation and enrichment activities on August 21, 2023, October 16, 2023, and March 4, 2024.
3. The Math Department Chair will recognize growth on student recognition displays and share results with staff during faculty meetings after the Scholastic Reading Inventory administration dates.
4. The Math Department Chair will recognize growth on student recognition displays and share results with staff during faculty meetings after the Scholastic Reading Inventory administration dates.
5. Administration will conduct coaching discussions with Math CCCs to foster professional growth and reflection based on Math Interim

## Outcomes: (How do we measure success?)

1. The percentage of students scoring at grade level or above on the Scholastic Math Inventory will be reviewed for overall growth from each assessment.
2. The percentage of students scoring above the district average on district Math Interim Assessments will be reviewed for overall growth from each assessment.
3. The percentage of students scoring at $80 \%$ or above on math curriculum quarterly report cards will be reviewed for overall growth from each grading period.
4. At least 80 percent of our students will meet or exceed the target score of 3 on the Georgia Milestone's Math assessments in April, 2024

## Reflection: (What do we do if goal is met or not met?)

During pre-planning, the staff will brainstorm ideas as to what we will do if the goal is met or not met. In addition, during Student Orientation Week, teachers will brainstorm with students as to what we will do if the goal is met or not met.

## Goal \#3: School Selected

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.

## School Selected Initiative (Goal):

During the 2023-2023 school year, no more than 15 percent of our students will need services in Cobb Systems of Support Tier 2 behavioral practices.

Critical Action: (What actions are necessary and by when?)

1. The CLIMB Behavior Team will train staff on activities and goals to address behavior expectations for student orientation week during the week of July 25, 2023 (pre-planning).
2. The CLIMB Behavior Team will organize a student orientation week to be provided to students August 1,2023 through August 4,2023 to set Tier 1 school-wide expectations for behavior as well as to set individual student goals.
3. The CLIMB Behavior Team will will create a behavioral advisory schedule to be used during CLIMB behavioral periods to address Tier 1 and Tier 2 needs by August 4, 2023.
4. The CLIMB Behavior Team will train staff how to provide goal setting conferences with students by August $18,2023$.
5. The CLIMB Behavior Team will identify staff to provide Tier 2 behavioral support during CLIMB behavior periods by August $31,2023$.
6. Administration and the CLIMB Behavior Coach will orient CCSD Mentoring Matters mentors with Tier 2 behavioral support needs by August 31, 2023.
7. Administration and Grade Level Team Leads will hold Grade level Behavioral RTI meetings to analyze data after each progress report period and nine week grade report to identify students needing Tier 2 behavioral supports.
8. The CLIMB Behavior Team will establish a weekly and quarterly student incentive program by August 18,2023 to recognize students in Tier 1. 9. The CLIMB Behavior Team will establish a weekly and quarterly student incentive program by August 18 , 2023 to recognize students in Tier 2 or Tier 3 who show decreases in disciplinary referrals.

## Goal \#3: School Selected

Evidence: (How do we monitor progress?)

1. The administrative team, CLIMB Behavior Coach, and grade level leads will meet twice during each grading period to review placementand number of students served in Tier 2 Behavioral Interventions.
2. The percent of students recognized weekly and quarterly in CLIMB Behavior programs will be monitored to check for an increase in the number of students being recognized.
3. The percent of students receiving disciplinary referrals will be monitored two times each grading period.

## Outcomes: (How do we measure success?)

1. Tier 2 data will be analyzed and calculated at the end of each progress report period and grading period to determine if 15 percent or less of the student body being served in Tier 2.

## Reflection: (What do we do if goal is met or not met?)

During pre-planning, the staff will brainstorm ideas as to what we will do if the goal is met or not met. In addition, during Student Orientation Week, teachers will brainstorm with students as to what we will do if the goal is met or not met.

