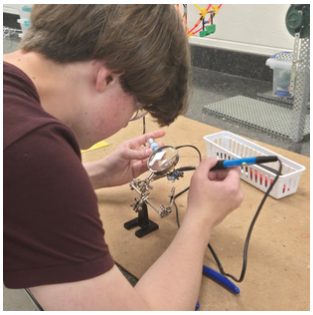
Cherokee County School District

E. T. BOOTH
MIDDLE SCHOOL

SY 2026 - 2027







SCHOOL IMPROVEMENT GOALS

GOALS FOR ELA

Percentages below represent students who scored at the Proficient and Distinguished Level.
**Due to new ELA Georgia Milestones assessment in May of 2026, ELA and Reading scores will not be shared by the state until November 2026. Scores will be updated when they are available to the distrcit.*

	Reading Proficiency				ELA			
	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	*Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	*Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)
Grade 6	64.3%	65.3%		70.3%	47.8%	46.9%		53.8%
Grade 7	72.6%	78.9%		78.6%	42.0%	51.4%		51.0%
Grade 8	72.1%	73.0%		78.1%	43.7%	46.7%		49.7%

Reading Proficiency Action Steps
Action Step 1: Provide professional development in evidence-based literacy strategies, including differentiated instruction and scaffolding to align practices to the rigor of the standard in all content areas. Teachers will be provided support in incorporating literacy and annotation in all content areas.
Action Step 2: Implement targeted interventions and Specially Designed Instruction (SDI) focusing on foundational reading skills such as comprehension, fluency, and vocabulary acquisition.

ELA Action Steps
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ELEVATING THE EXCELLENCE

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Reading Intervention Plan			
Identification of Students	**Plan of Remediation**	**Resources**	**Monitoring**
6th - 8th grade students performing below proficiency in ELA	Implement targeted literacy interventions and data-driven instruction during Reading Connections and ELT	Core and supplemental resources	Targeted, ongoing monitoring

GOALS FOR MATH

Percentages below represent students who scored at the Proficient and Distinguished Level.

	Math Proficiency			
	Baseline (SY 2023-24)	**Progress Towards Goal (SY 2024-25)**	**Progress Towards Goal (SY 2025-26)**	**3-Year Goal (SY 2026-27)**
Grade 6	41.9%	43.8%	48.0%	47.9%
Grade 7	46.0%	55.1%	57.2%	58.0%
Grade 8	47.0%	52.0%	55.2%	55.0%

Math Proficiency Action Steps
Action Step 1: Strengthen grade-level PLCs by implementing a structured data analysis protocol after each common assessment to identify student misconceptions, adjust instruction, and plan targeted interventions and enrichments.
Action Step 2: Embed high-impact instructional strategies—such as the use of math discourse, visual models, and real-world problem-solving—into daily lessons through ongoing professional learning and classroom coaching support as evidenced through classroom walk through data.

GOALS FOR STUDENT ATTENDANCE

	Student Absences, Tardies, or Early Check-outs		
	Baseline (SY 2024-2025)	**Progress Towards Goal (SY 2025-2026)**	**3-Year Goal (SY 2027-2028)**
SMART Goal	95.0%	96.4%	96.0%

Student Attendance Action Steps
Action Step 1: Track and review attendance data weekly by grade level and house to identify trends and intervene early with students showing chronic absenteeism, including parent contact, counselor check-ins, and following the CCSD Code of Conduct.
Action Step 2: Implement a school-wide attendance incentive program through the house system, awarding points quarterly to houses with the highest average daily attendance and recognizing top-performing houses and students.