



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 December 2026. Scores will be updated when they are available to the district.*

	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)
American Literature	79.8%	79.1%		85.8%	55.7%	56.1%		61.7%
Reading Proficiency Action Steps								
Action Step 1: PLCs and/or departments will connect their instructional planning to the schoolwide reading goal by identifying opportunities to support reading proficiency within their content areas.								
Action Step 2: PLCs and/or departments will participate in professional learning on three priority literacy strategies: Comprehension Canopy, Essential Words, and Critical Reading.								
Action Step 3: Teachers will implement the three priority literacy strategies in classroom instruction to strengthen students' comprehension, vocabulary development, and ability to read and respond to complex texts. Instructional leaders will monitor and support implementation through observational data collection.								
ELA Action Steps								
Action Step 1: Prioritize resources (technology, texts, and impactful programs) to meet the needs of English classes to ensure time is maximized and the growth of all students is accelerated.								
Action Step 2: Implementation of professional learning for English teachers focused on effective writing strategies.								
Action Step 3: Expand cross-curricular approaches to student literacy, emphasizing the development of reading, writing, speaking, and listening skills in all classes and across all content areas.								

Reading Intervention Plan			
Identification of Students	Plan of Remediation	Resources	Monitoring
9 th and 10 th grade students below middle school level not currently receiving other educational services	Personalized reading practice before or after school and lunch tutoring in addition to Tier 1 instruction	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)
Algebra	40.9%	59.3%	54.5%	46.9%

Math Proficiency Action Steps				
Action Step 1: Continue to foster the work of Math professional learning communities (PLCs) by providing time for teachers to review data, build common assessments, and problem solve challenges.				
Action Step 2: Set clear expectations for students completing Algebra in alternative settings (e.g., Edgenuity, ACE, etc.).				
Action Step 3: Expand supports and interventions for students to provide increased opportunities to develop proficiency and move toward mastery, intentionally exploring additional options for support using CCSD core and supplemental resources.				

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	93.8%	94.6%	96.0%

Student Attendance Action Steps			
Action Step 1: Continue to focus on student attendance by consistently communicating with students and families regarding expectations, procedures, and outcomes.			
Action Step 2: Continue to track student attendance, identify students with challenges, and intervene using currently successful tiered approach.			