

School Name: McCleskey Middle School
Date: June 15, 2025

GOAL #1 Literacy	Improve Literacy Across All Grade Levels By the end of the 2025–2026 school year, students enrolled in reading courses and/or regularly using Membean will demonstrate measurable growth in Lexile levels and improved performance in reading comprehension, as evidenced by formative assessments and Lexile reports.
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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?
Implement a dedicated reading course for targeted students to strengthen foundational reading skills. Integrate the use of Membean across all grade levels to support vocabulary acquisition and comprehension development. Embed the new Georgia ELA Standards into literacy instruction, with a specific focus on literary texts, informational texts, and vocabulary acquisition.	August 4, 2025	<p>Performance Target: Students will demonstrate consistent and measurable literacy growth through participation in targeted reading courses, daily Membean engagement with 80% accuracy, and standards-based instruction emphasizing comprehension and vocabulary development.</p> <p>Implementation (include person responsible):</p> <p>AP (Instruction): Identify and enroll students in the newly offered reading support classes based on multiple data points (e.g., previous Lexile scores, teacher recommendations).</p> <p>ELA Teachers: Require all students to engage with Membean 30 minutes per day, maintaining a minimum of 80% accuracy per session.</p> <p>ELA Coordinator, School District- Academic Division: Provide professional learning and planning support to ELA teachers to align daily instruction with the new ELA standards.</p> <p>ELA Coordinator: Collaborate with content teachers to incorporate literacy strategies across disciplines.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Reading class rosters and student schedules • Membean analytics (student dashboard reports)

		<ul style="list-style-type: none"> • CCC agendas, notes, and unit plans • Copies of aligned instructional materials and student work <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Quarterly review of Lexile data and formative assessment results • Monthly review of Membean engagement and accuracy reports • Instructional walkthroughs using literacy-specific look-for indicators • Midyear and end-of-year data conferences with instructional teams
<p>Develop and implement schoolwide standards-based unit plans that integrate reading strategies across content areas.</p> <p>Establish Tier 2 and Tier 3 intervention protocols for students not meeting literacy benchmarks.</p> <p>Provide professional development focused on effective instructional strategies for reading literary and informational texts, and vocabulary development.</p>	<p>August 4, 2025</p>	<p>Performance Target: By the end of the 2025–2026 school year, 100% of teachers will implement standards-based literacy strategies in their instruction, and at least 70% of students receiving Tier 2 and Tier 3 supports will demonstrate growth on school-based reading benchmarks.</p> <p>Implementation (include person responsible):</p> <p>Assistant Principals: Coordinate CCC facilitation, unit plan review, and walkthroughs</p> <p>Assistant Principal (Intervention Lead): Oversee intervention protocol implementation and progress monitoring</p> <p>Grade-Level Lead and Content Teachers: Develop and implement instruction based on schoolwide literacy framework</p> <p>Principal: Provide oversight, ensure alignment of professional development to literacy goals, and allocate resources</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Unit plans and lesson plans with aligned literacy standards • CCC agendas and minutes showing collaborative planning and data analysis • Tier 2/Tier 3 intervention rosters and documentation • Professional development session materials and sign-in sheets • Intervention logs and student progress tracking documents

Progress Monitoring:

- Bi-monthly data team meetings to review progress of students receiving interventions
- Walkthrough and observation data
- Monitoring of Unit plan submission and alignment to standards
- Student performance on common assessments and reading check-ins

GOAL #2 Math	Improve Student Achievement in Foundational Math Domains
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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?
<p>Strengthen Tier 1 instruction through consistent use of conceptual math strategies and formative assessment practices aligned to target domains.</p> <p>Implement targeted math interventions and small-group instruction for students performing below grade level, focusing on rational number operations, algebraic reasoning, and probability concepts.</p>	August 4, 2025	<p>Performance Target: By the end of the 2025–2026 school year, student performance in the Numerical Reasoning and Algebraic Reasoning domains will improve by at least 5 percentage points, as measured by benchmark assessments (e.g. Beacon) and formative domain-based assessments.</p>
		<p>Implementation (include person responsible):</p> <p>Math Coordinator: Guide alignment of instruction and facilitate data discussions in Vertical CCCs. Math Teachers: Deliver targeted, standards-aligned instruction with embedded supports. Administrators: Monitor instruction and ensure resources are allocated for PD and interventions.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Unit plans with identified focus on priority domains • CCC meeting agendas/minutes showing data analysis and instructional planning • Student work samples showing use of visual models and reasoning strategies • Intervention group rosters and instructional logs <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Quarterly benchmark assessments with disaggregated domain data • Ongoing formative checks for understanding aligned to domain standards • Progress tracking of intervention group data and exit tickets
	August 4, 2025	<p>Performance Target: At least 70% of students receiving small-group math support will show measurable growth (pre- to post-intervention) in at least one targeted domain (Numerical Reasoning, Algebraic Reasoning, or Probability) by the end of the 2025–2026 school year.</p> <p>Implementation (include person responsible):</p> <p>Math Coordinator: Lead small-group instruction and monitor student growth.</p>

		Math Coordinator and Assistant Principal (Intervention): Oversee alignment between core instruction and intervention content.
		Artifacts: <ul style="list-style-type: none"> • Small-group lesson plans and student growth trackers • Exit ticket data and pre/post assessments for intervention groups • PD materials and implementation logs
		Progress Monitoring: <ul style="list-style-type: none"> • Monthly review of student progress in intervention settings • Use of pre/post data specific to the instructional focus of the group • Comparison of beginning-of-year and mid-/end-of-year benchmark scores in target domains

GOAL #3 School Selected	Strengthen the Overall Well-Being of Students to Support Academic and Personal Growth
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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?
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<p>Establish and maintain a consistent structure of positive behavior supports, recognition systems, and relationship-building practices across all grade levels.</p> <p>Implement routines and initiatives that foster a supportive, structured, and engaging learning environment for all students.</p> <p>Provide students with opportunities to develop self-management, confidence, and a sense of connection to the school community.</p>	<p>August 4, 2025</p>	<p>Performance Target: By the end of the 2025–2026 school year, schoolwide student participation in positive recognition and engagement opportunities (e.g., clubs) will increase by 20%, as tracked by participation logs and classroom implementation forms.</p> <hr/> <p>Implementation (include person responsible):</p> <p>Building Leadership Team: Develop and execute behavior rewards and acknowledgments.</p> <p>Assistant Principal (Student Recognitions): Oversee consistency of schoolwide systems, lead recognitions, and track participation.</p> <p>Counseling/Support Staff: Coordinate mentorships, student check-ins, strengthen Sources of Strength Campaigns, and engagement opportunities.</p> <p>Principal: Ensure systems are embedded in the school culture and supported with time and resources.</p> <hr/> <p>Artifacts:</p> <ul style="list-style-type: none"> • Student recognition logs (positive referrals, shout-outs, incentive tracking) • Club/activity rosters and participation logs • School event calendars and engagement flyers <hr/> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Quarterly reviews of behavior data (office referrals, classroom disruptions) • Monthly updates on participation in clubs, recognitions, and community events • Feedback from staff and students through surveys or structured check-ins
		<p>Performance Target: By May 2026, office discipline referrals will decrease by at least 10% compared to the previous year, and 90% of classrooms will consistently implement schoolwide behavior routines and engagement strategies.</p> <hr/> <p>Implementation (include person responsible):</p> <p>Administrators/Building Leadership Team: Monitor and analyze discipline data, support classroom implementation of routines.</p> <p>Guiding Coalition Team: Conduct regular walkthroughs to assess the consistency of routines and recognition practices.</p>

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	<p>Teachers: Consistently apply schoolwide behavior expectations and engage students in classroom culture-building</p>
	<p>Artifacts:</p> <ul style="list-style-type: none"> • Monthly referral reports • Teacher-submitted routine logs and reflection trackers • Samples of classroom and hallway visuals aligned to school expectations
	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Monthly analysis of referral data and implementation checklists • Classroom observation data from leadership team • Ongoing feedback loops with staff on systems' effectiveness and adjustments

Final Notes

Principal Signature

Andrea Jenkins-Mann

Assistant Superintendent

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