

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: McCleskey Middle School**

**Monitoring Date: January 15, 2026**

**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.

**Action Step(s)**

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

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

<p>Implement a dedicated reading course for targeted students to strengthen foundational reading skills.</p> <p>Integrate the use of Membean across all grade levels to support vocabulary acquisition and comprehension development.</p> <p>Embed the new Georgia ELA Standards into literacy instruction, with a specific focus on literary texts, informational texts, and vocabulary acquisition.</p>	<p><b><u>Artifacts:</u></b></p> <ul style="list-style-type: none"> <li>• Reading class rosters and student schedules</li> <li>• Membean analytics (student dashboard reports)</li> <li>• CCC agendas, notes, and unit plans</li> <li>• Copies of aligned instructional materials and student work</li> </ul> <p><b><u>Artifact Summary:</u></b></p> <p>During the mid-year review period, multiple data sources and instructional artifacts demonstrate progress toward implementing the school’s literacy strategic initiatives. These artifacts collectively show how the school is strengthening foundational reading skills, expanding vocabulary acquisition through Membean, and embedding the new Georgia ELA Standards into daily instruction. Adjustments were made with the vertical team for the sake of consistency and fidelity of implementation across grade levels.</p>	<p><b><u>Evidence:</u></b></p> <p>Class Rosters          Membean data analytics          Posted meeting notes          Unit Plans</p> <p><b><u>Evidence Summary:</u></b></p> <p>Vertical Meeting Notes          Lexile Growth information from BEACON          Unit Plans</p>
<p>Provide professional development focused on effective instructional strategies for reading literary and informational texts, and vocabulary development.</p>	<p><b><u>Artifacts:</u></b></p> <ul style="list-style-type: none"> <li>• Unit plans and lesson plans with aligned literacy standards</li> <li>• CCC agendas and minutes showing collaborative planning and data analysis</li> </ul> <p><b><u>Artifact Summary:</u></b></p> <p>Teacher leaders have provided professional learning sessions to teachers on the instructional framework (Openings and Closings), Reading Instruction (focusing on literacy across core subject areas), and using ELLEVATION Strategies</p>	<p><b><u>Evidence:</u></b></p> <p>Posted Unit Plans          Posted CCC notes</p> <p><b><u>Evidence Summary:</u></b></p> <p>Presentations have been designed to provide information on the practical and consistent implementation of effective instructional strategies. Professional Learning has occurred monthly.</p>

GOAL #2 Math	Improve Student Achievement in Foundational Math Domains	
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<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>	<p><b><u>Artifacts:</u></b></p> <ul style="list-style-type: none"> <li>• Unit plans with identified focus on priority domains</li> <li>• CCC meeting agendas/minutes showing data analysis and instructional planning</li> <li>• Intervention group rosters and instructional logs</li> </ul> <p><b><u>Artifact Summary:</u></b></p> <p>Unit plans demonstrate the intentional integration of conceptual math strategies and formative assessment practices tied to priority domains. Collaborative Teams (CCC) agendas and minutes show that teachers are engaging in systematic data analysis and planning to address student needs. Intervention rosters and instructional logs verify that students performing below grade level are receiving focused small-group support in rational number operations, algebraic reasoning, and probability.</p>	<p><b><u>Evidence:</u></b></p> <p>Posted Unit Plans          Posted Collaborative Teams Meeting Minutes/Data Teaming          Class rosters for Math Intervention</p> <p><b><u>Evidence Summary:</u></b></p> <p>The evidence demonstrates that Tier 1 math instruction is being strengthened through deliberate planning and consistent use of conceptual strategies across classrooms. Unit plans contain clear references to hands-on models, number sense routines, discourse strategies, and aligned formative assessments that address the identified domain gaps. CCC documentation confirms that teachers are analyzing student work and assessment trends to adjust instruction and reteach priority standards as needed.</p>

<b>GOAL #3</b> <b>School Selected</b>	<b>Strengthen the Overall Well-Being of Students to Support Academic and Personal Growth</b>
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
<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><b><u>Artifacts:</u></b></p> <ul style="list-style-type: none"> <li>• Student recognition logs (positive referrals, shout-outs, incentive tracking)</li> <li>• Club/activity rosters and participation logs</li> <li>• School event calendars and engagement flyers</li> </ul> <p><b><u>Artifact Summary:</u></b></p> <p>Student recognition logs demonstrate ongoing use of positive referral systems, shout-outs, and incentive programs across grade levels, showing that staff are actively reinforcing desired behaviors and celebrating student successes.</p> <p>Club and activity rosters indicate increased opportunities for students to engage in interest-based groups, contributing to improved school connectedness and leadership development.</p> <p>Additionally, school event calendars and engagement flyers illustrate a steady cadence of community-building events that promote relationships among students, staff, and families.</p>	<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Quarterly reviews of behavior data (office referrals, classroom disruptions)</li> <li>• Monthly updates on participation in clubs, recognitions, and community events</li> <li>• Feedback from staff and students through surveys or structured check-ins</li> </ul> <p><b><u>Evidence Summary:</u></b></p> <p>Quarterly reviews of behavior data reveal reductions in office referrals and classroom disruptions, indicating that consistent positive supports and relationship-building practices are improving student behavior and engagement.</p> <p>Monthly participation updates reflect growing student involvement in clubs, recognitions, and schoolwide events.</p> <p>Students report feeling more recognized for their efforts, and staff note improved consistency in behavior expectations and routines across classrooms.</p>

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

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...