

School Name: Mabry Middle School
Date: 2026-2027 School Year

GOAL #1 Literacy	The percentage of students scoring at levels 3 and 4 in ELA content mastery will increase by 3 percentage points, as measured by the 2026–2027 Georgia Milestones, with data coming in the fall.
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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?
Action Step 1: Implementation of reCharge for Acceleration	8/1/2026	Performance Target: Students will demonstrate increased literacy growth through targeted acceleration and enrichment during weekly reCharge time. Implementation (include person responsible): ELA & Reading Teachers - Utilize reCharge (20 additional minutes per period each week) as evidenced by CCC Unit Plans and walkthroughs to provide: - Targeted intervention for below-level students - Skill-based practice aligned to BEACON data - Acceleration and enrichment for proficient learners - Use formative/summative data during bi-weekly CCC data meetings to determine and adjust flexible student groups and targeted reCharge activities, as evidenced by CCC Unit plans School Leadership Team - Monitor weekly reCharge implementation and differentiated instructional practices as evidenced by CCC Unit Plan reviews and walkthroughs Artifacts: - reCharge lesson plans and grouping structures - Student work samples from intervention/acceleration tasks - Data tracking for targeted skills

		Progress Monitoring: - CCC members will review student growth on formative assessments during bi-weekly CCC planning periods as evidenced by CCC Unit Plans - CCC members will review BEACON data following each administration window (Fall, Winter, Spring) - Administration will observe weekly reCharge implementation consistency through walkthroughs.
Action Step 2: Station/Rotation Learning to Support Differentiation	8/1/2026	Performance Target: Teachers will implement structured station/rotation learning at least once per week to provide differentiated, purposeful literacy instruction aligned with student needs.
		Implementation (include person responsible): ELA & Reading Teachers - Implement station/rotation for learning at least once per week during core instruction and/or reCharge, as evidenced by CCC Unit Plans and walkthroughs, including: - Teacher-led small group instruction - Independent practice aligned to standards - Collaborative or technology-based tasks - Use formative assessment and/or BEACON data during bi-weekly CCC planning periods to create flexible groups and determine the instructional focus of teacher-led stations, as evidenced by CCC unit plans ELA Coordinator & Instructional Leaders - Provide professional learning and ongoing support during monthly subject area coordinator meetings on: - Designing effective stations - Grouping strategies - Aligning tasks to differentiation goals School Leadership Team - Monitor weekly station/rotation implementation, including differentiated teacher-led small groups, through classroom walkthroughs and CCC Unit Plan reviews
		Artifacts: - Station rotation lesson plans - Grouping structures based on data - Student work from each station - Walk-through observation data
		Progress Monitoring: - Weekly station/rotation implementation monitored through walkthroughs. - Differentiated teacher-led instruction documented during bi-weekly CCC planning periods on CCC Unit Plans. - Student growth will be monitored through weekly formative assessments and common summative assessments.

		BEACON data reviewed after Fall, Winter, and Spring windows to adjust grouping and instruction.
Action Step 3: Data-Driven Differentiation Using BEACON	8/1/2026	Performance Target: Teachers will use DRC BEACON data to differentiate instruction and provide targeted support aligned to student readiness levels, resulting in measurable growth toward grade-level proficiency.
		Implementation (include person responsible): ELA & Reading Teachers - CCC members will analyze BEACON results following each administration window (Fall, Winter, Spring) to identify skill needs and create student groups, as evidenced by CCC Unit Plans and data-analysis documentation - CCC members will analyze BEACON learning progressions and classroom assessment data during bi-weekly planning periods to identify targeted skills and instructional next steps, as evidenced by CCC Unit Plans - Teachers will implement and adjust flexible grouping within core instruction and weekly reCharge based on current student performance data, as evidenced by CCC Unit Plans and walkthroughs ELA Coordinator & Reading Coordinator - Coordinators will provide professional learning on interpreting BEACON reports and implementing data-based instructional strategies to address areas in need of additional support - Coordinators will support teachers in identifying trends, gaps, and acceleration opportunities - Coordinators will lead a BEACON data cycle analysis following each Fall, Winter, and Spring administration window and support instructional response during monthly subject area coordinator meetings District/County Support Staff - District-level support team member will deliver training on effective use of BEACON reporting tools and instructional alignment School Leadership Team - Administration will monitor BEACON-informed differentiation implementation through CCC Unit Plan reviews and classroom walkthroughs following the assessment window
		Artifacts: - BEACON data reports (Fall, Winter, Spring) - Data tracking sheets and student grouping plans - CCC agendas and data discussion notes - Lesson plans showing differentiation aligned to BEACON data
		Progress Monitoring: - Analyze growth after each BEACON window (Fall, Winter, Spring) - Review instructional responses to BEACON data during bi-weekly CCC planning periods as evidenced by CCC Unit Plans - Monitor differentiated grouping and targeted instruction through walkthroughs - Compare Fall-to-Winter and Winter-to-Spring growth to determine needed instructional adjustments.

GOAL #2 Math	The percentage of students scoring at levels 3 and 4 in math content mastery will increase by 3 percentage points, from 74% to 77%, as measured by the 2026–2027 Georgia Milestones.		
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?	
Action Step 1: Implementation of reCharge for Acceleration/Enrichment	8/1/26	Performance Target: Students will demonstrate growth through targeted acceleration and intervention during weekly reCharge time.	
		Implementation (include person responsible): • Math Teachers ○ As evidenced by CCC Unit Plan and walkthroughs, math teachers will utilize reCharge (20 additional minutes per class each week) to provide: ▪ Targeted intervention for below-level students ▪ Skill-based practice aligned to BEACON data ▪ Acceleration and enrichment for proficient learners ○ CCC members will design targeted reCharge activities based on student needs during bi-weekly CCC planning periods as evidenced by CCC Unit Plan and walkthroughs ○ Math teacher will implement station/rotation models as evidenced by CCC Unit Plan and walkthroughs: ▪ teacher-led small group instruction ▪ independent practice aligned to current standard(s) ▪ collaborative or technology-based activities ○ Use formative/summative data to adjust groups as needed • School Leadership Team ○ Administration will monitor weekly reCharge implementation and effectiveness as evidenced by CCC Unit Plan and walkthroughs	
		Artifacts: • reCharge lesson plans and grouping structures • Student work samples from intervention/acceleration tasks • Data tracking for targeted skills	
		Progress Monitoring: • Review of student growth on formative assessments during bi-weekly CCC planning periods as evidenced by CCC Unit Plans and walkthroughs • Quarterly review of BEACON data as a comparison across windows as evidenced by CCC Unit Plans	

		Observation of weekly reCharge implementation consistency as evidenced by walkthroughs
Action Step 2: Math teachers will increase math fluency proficiency for all students by integrating math fluency practice into weekly math instruction, as measured by locally developed quarterly math fluency assessments.	8/1/26	Performance Target: Improve math fluency for all students by enhancing their ability to solve math problems more quickly and accurately.
		Implementation (include person responsible): Math teachers will reinforce basic skills in their daily instruction by implementing targeted lessons and weekly assignments through XtraMath and DeltaMath.
		Artifacts: Artifacts will include documentation of math fluency activities (such as XtraMath, locally created practice, and DeltaMath) integrated into lesson plans, as well as math fluency assessment data administered four times (once per quarter) throughout the school year.
		Progress Monitoring: Periodic assessments of math fluency, including timed drills and locally created fluency tests, will be administered to monitor student progress. Additionally, student performance on formative and summative assessments will provide insight into the effectiveness of the strategies and direct future instruction.
Action Step 3: Data-Driven Differentiation Using BEACON	8/1/26	Performance Target: Teachers will use DRC BEACON data to differentiate instruction and provide targeted support to students performing below proficiency levels.
		Implementation (include person responsible): Math Teachers - CCC members will analyze quarterly BEACON results (Fall, Winter, Spring) to group students based on skill needs as evidenced by CCC Unit Plan - CCC members will use BEACON learning progressions to plan targeted instruction and next steps during bi-weekly CCC planning periods as evidenced by CCC Unit Plan - Math teachers will implement flexible grouping within core instruction and reCharge time as evidenced by walkthroughs Math Coordinator - Coordinator will provide professional learning on interpreting BEACON reports and applying data to instruction - Coordinator will support teachers in identifying trends, gaps, and acceleration opportunities - Coordinator will lead CCC data cycles focused on instructional response to BEACON data District/County Support Staff - District-level support member will deliver training on effective use of BEACON reporting tools and instructional alignment School Leadership Team - Administration will monitor implementation through walk-throughs, lesson plans, and CCC participation

		Artifacts: • BEACON data reports (Fall, Winter, Spring) • Data tracking sheets and student grouping plans • CCC agendas and data discussion notes • Lesson plans showing differentiation aligned to BEACON data
		Progress Monitoring: • Quarterly analysis of BEACON data trends and growth • CCC data cycles focused on adjusting instruction • Walk-through data reflecting differentiated instruction practices

GOAL #3 Students with Disabilities	The percentage of students with disabilities scoring at level 2 or above on math content mastery will increase by 3%, from 84% to 87%, as measured by the 2026–2027 Georgia Milestones.
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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?
Action Step 1: Using formative assessment data, teachers will participate in weekly data-driven discussions to determine which students need differentiated instruction during reCharge	8/1/26	Performance Target: Teachers will analyze weekly formative assessments to determine differentiated instructional strategies to implement during reCharge with students who do not demonstrate content mastery.
		Implementation (include person responsible): All Teachers of Students with Disabilities: ○ Teachers will analyze weekly formative assessments prior to CCC planning periods to determine which students did not reach content mastery as evidenced by CCC Unit Plan ○ Utilize bi-weekly CCC planning periods to discuss differentiated instructional strategies to be implemented during reCharge (<i>What do we do when students don't learn it?</i>) as evidenced by walkthroughs ▪ What content was not mastered? ▪ What instructional strategies will be implemented to increase mastery? ▪ Who will implement which strategy with which students? (ex: general education teacher or special education teacher) ○ Note differentiated instructional strategies on the Mabry Unit Plan under "Differentiation, Specialized Instruction & reCharge Acceleration Plan" as evidenced by CCC Unit Plan General Education Teachers

		○ Provide subject-matter expertise on subject content during bi-weekly CCC Planning periods as evidenced by walkthroughs Special Education Teachers ○ Provide subject-matter expertise on students with disabilities to help determine appropriate differentiated instructional strategies for individual students during bi-weekly CCC Planning periods, as evidenced by walkthroughs Student Support Administrator ○ Provide support and training (as needed) on differentiated instructional strategies, specifically those that can be implemented during teacher-led station rotations Administrative Evaluators ○ Administration will monitor the planning of differentiated strategies through Unit Plan checks and CCC Meetings during grade-level planning periods Artifacts: • Formative assessment data • CCC Unit Plan – What do we do when students don’t learn it? / Differentiation and Specialized Instruction & Strategies Progress Monitoring: • Student groups determined prior to reCharge and documented on Unit Plan • Differentiated, teacher-led stations prepared prior to reCharge and documented on Unit Plan
Action Step 2: Teachers will implement differentiated instructional strategies during reCharge with students who did not demonstrate content mastery on weekly formative assessments	8/1/26	Performance Target: Students who did not demonstrate content mastery on weekly formative assessments will participate in differentiated, teacher-led stations during reCharge. Implementation (include person responsible): All Teachers of Students with Disabilities: ○ Teachers will implement planned differentiated, teacher-led stations during weekly reCharge periods as evidenced by walkthroughs ○ In co-taught settings, both the general education and special education teachers will deliver small group, station-teaching during weekly reCharge periods as evidenced by walkthroughs Administrative Evaluators ○ Administration will monitor the implementation of differentiated strategies through reCharge walkthroughs Artifacts: • CCC Unit Plan – What do we do when students don’t learn it? / Differentiation and Specialized Instruction & Strategies Progress Monitoring: • Student engagement monitored during differentiated, teacher-led stations during reCharge utilizing walkthroughs

		Student growth assessed on weekly formative assessments after the implementation of differentiated instruction during reCharge
Action Step 3: Analyze summative assessment data to measure student growth in content mastery from formative to summative assessments and use the findings to inform instructional next steps.	8/1/26	Performance Target: Teachers will analyze summative assessments to determine growth in content mastery from formative to summative assessments. Implementation (include person responsible): All Teachers of Students with Disabilities: - Utilize summative assessment cover sheets for students to reflect on what content they mastered and what they did not - Analyze summative assessments prior to bi-weekly CCC planning periods to determine student growth from formative to summative assessments as evidenced by CCC Unit Plan - Utilize bi-weekly CCC planning periods to discuss differentiated instructional strategies to be implemented during weekly reCharge (<i>What do we do when students don't learn it?</i>) as evidenced by CCC Unit Plan and walkthroughs - What content was not mastered? - What instructional strategies will be implemented to increase mastery? - Who will implement which strategy with which students? Artifacts: - Summative assessments - Summative assessment cover sheets - CCC Unit Plan – What do we do when students don't learn it? / Differentiation and Specialized Instruction & Strategies Progress Monitoring: - Student content-mastery growth from formative to summative assessments assessed and documented on CCC Unit Plan - Student reflection on content mastery documented on summative assessment cover sheets

Final Notes
Principal Signature

Assistant Superintendent