School Name:
Pearson Middle School
Date:
January 14, 2026

GOAL #1 **Literacy**	• **6th Grade: By the end of the 2025–2026 school year, the percentage of students scoring in the Near Target and Prepared categories will increase from 54% on the Fall administration to 64% on the Spring administration, as measured by the DRC Georgia ELA Beacon assessment.** • **7th Grade: By the end of the 2025–2026 school year, the percentage of students scoring in the Near Target and Prepared categories will increase from 45% on the Fall administration to 55% on the Spring administration, as measured by the DRC Georgia ELA Beacon assessment.** • **8th Grade: By the end of the 2025–2026 school year, the percentage of students scoring in the Near Target and Prepared categories will increase from 56% on the Fall administration to 66% on the Spring administration, as measured by the DRC Georgia ELA Beacon assessment.**

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?**
Explicit Vocabulary Instruction: 6th–8th grade ELA and Reading teachers will implement explicit vocabulary instruction using grade-level "must have" vocabulary lists, the six-step Marzano-based vocabulary routine, and visual and linguistic supports (ELLevation) 2–3 times per week, emphasizing	August 11, 2025	**Performance Target:** 60% of students will score a 75% or higher on ELA and Reading unit vocabulary post-assessments.
		Implementation (*include person responsible***):** 100% of ELA and Reading teachers will implement explicit vocabulary instruction and supports 2-3 times per week as measured by classroom observations and CCC lesson plans. Academic coach is responsible for ensuring implementation is being completed with fidelity. - Tier 1 Explicit Vocabulary Instruction PD for all staff members on August 11, 2025.

supporting language access for ELL and SWD student groups.

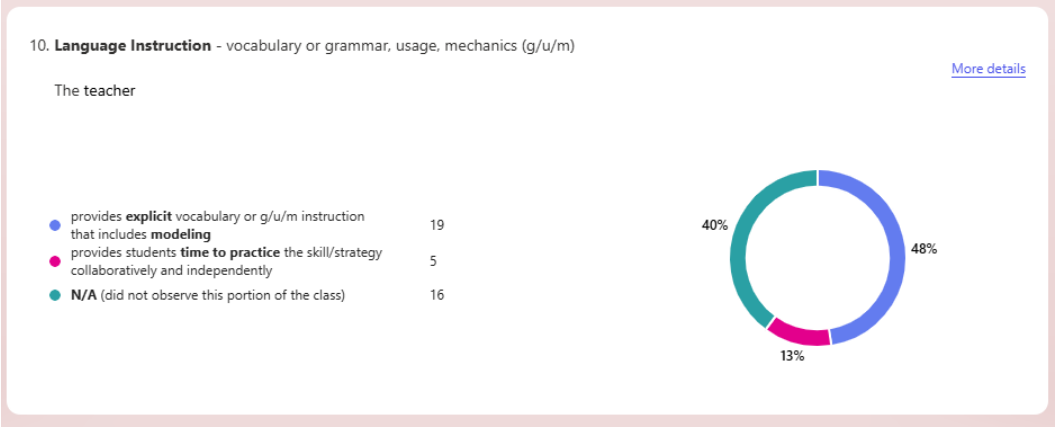
- CCC teams determine “must-have” vocabulary based on the expanded frameworks posted in CTLS for each unit.
- Interactive word walls established in each ELA/Reading class. An additional mini-PD session was conducted at the start of CCCs in October in order explore more practical methods for ensuring our word walls are interactive for students. A list of easily implementable strategies was provided as a take-away.
- Explicit vocabulary instruction embedded within weekly lesson plans (prioritizing word parts, student-friendly definitions, and visuals).
- Student led activities incorporated such as 360 Words, Modified Frayer Models, Words in Context, Found Examples- Student work displayed in conjunction with classroom word walls.

Artifacts:

- Vocabulary lists included in expanded frameworks published on CTLS.
- Vocabulary PD
- Student Work Samples
- CCC Lesson Plans with Explicit Vocabulary Lessons and Assessments Included
- Photos of Classroom Interactive Word Walls

Progress Monitoring:

Academic coach ensures unit vocabulary is embedded within weekly lessons and is included on assessments (reading has separate vocabulary assessments, whereas ELA is embedded within unit assessments). Grade level CCC teams, as well as academic coach, review assessment data to inform instructional planning.



ELA Data	Reading Data

	Total	6th ELA Unit 1 Test- Part One	6th Grade Unit 1 Section 2 ELA	6th ELA Unit 2 Test Part 1	Copy of 6th Grade Unit 2 Test Part 2
LANG.6.L.V.2.a Item Count : 3	49%	58%		40%	
LANG.6.L.V.3.c Item Count : 1	34%				34%
LANG.6.L.V.3.d Item Count : 1	53%	53%			
LANG.6.L.V.3.e Item Count : 1	36%			36%	

	Total	7th Grade Unit 1 Assessment	7th ELA Unit 2 Test
LANG.7.L.GC.1 Item Count : 6	53%	43%	63%
LANG.7.L.GC.2.b Item Count : 1	69%		69%
LANG.7.L.V.2 Item Count : 1	50%	50%	
LANG.7.L.V.2.a Item Count : 2	72%	62%	82%
LANG.7.L.V.3.b Item Count : 2	57%	57%	
LANG.7.L.V.3.c Item Count : 1	73%		73%
LANG.7.L.V.3.d Item Count : 1	89%		89%

	Total	8th ELA Unit 1 Test- Part One	8th Grade Unit 1 Test Section 2	8th Grade Unit 2 Part 1
LANG.8.L.V.2.a Item Count : 1	76%		76%	

Action Step #1: Explicit Vocabulary Instruction — Reading

60% of students will score a 75% or higher on ELA and Reading unit vocabulary post-assessments.

UNIT 1 VOCABULARY QUIZ- 6TH GRADE

Students	Students Submitted	# of Students Scoring 74% or lower	% of Students Scoring 74% or lower	# of Students Scoring 75% or higher	% of Students Scoring 75% or higher	Goal Met?
193	189	71	35.56%	119	62.96%	Yes

UNIT 1 VOCABULARY QUIZ- 7TH GRADE

Students	Students Submitted	# of Students Scoring 74% or lower	% of Students Scoring 74% or lower	# of Students Scoring 75% or higher	% of Students Scoring 75% or higher	Goal Met?
181	168	57	33.92%	112	66.67%	Yes

UNIT 1 VOCABULARY QUIZ- 8TH GRADE

	Students	Students Submitted	# of Students Scoring 74% or lower	% of Students Scoring 74% or lower	# of Students Scoring 75% or higher	% of Students Scoring 75% or higher	Goal Met?
Test #1	253	241	42	17.43%	162	67.22%	Yes
Test #2	254	212	18	8.49%	195	91.98%	Yes

Action Step #1: Explicit Vocabulary Instruction — Reading

60% of students will score a 75% or higher on ELA and Reading unit vocabulary post-assessments.

UNIT 2 VOCABULARY QUIZ- 6TH GRADE

Students	Students Submitted	# of Students Scoring 74% or lower	% of Students Scoring 74% or lower	# of Students Scoring 75% or higher	% of Students Scoring 75% or higher	Goal Met?
218	210	82	39%	128	61%	No

UNIT 2 VOCABULARY QUIZ- 7TH GRADE

Students	Students Submitted	# of Students Scoring 74% or lower	% of Students Scoring 74% or lower	# of Students Scoring 75% or higher	% of Students Scoring 75% or higher	Goal Met?
164	143	12	8%	131	92%	Yes
191	176	22	13%	153	87%	Yes

UNIT 2 VOCABULARY QUIZ- 8TH GRADE

	Students	Students Submitted	# of Students Scoring 74% or lower	% of Students Scoring 74% or lower	# of Students Scoring 75% or higher	% of Students Scoring 75% or higher	Goal Met?
Quiz #1	242	201	26	13%	171	85%	Yes

Thinking Routines: 6th-8th grade teachers will integrate structured thinking routines/strategies connected to authentic, real-world tasks as lesson warm-ups and/or openers 2-3 times per week, as measured by classroom observations and CCC lesson plans.	August 26, 2025	**Performance Target:** By December 2025, 50% of students will score a 50% or higher on grade-level ELA standards as measured by common assessments. By May 2026, 60% of students will score a 60% or higher on grade-level ELA standards as measured by common assessments.
		Implementation (*include person responsible*): 100% of 6th-8th grade teachers will implement structured thinking routines/strategies 2-3 times per week as measured by classroom observations and CCC lesson plans. Academic coach is responsible for ensuring implementation is being completed with fidelity. - Thinking Routines PD delivered during CCCs on August 26, 2025. - CCCs investigate Thinking Routines with guidance of academic coach and determine 2-3 they would like to begin using as warm-ups and/or landings. (Headlines, Compass Points, Claim/Support/Question, and Step In/Step out/Step Back being initial go-to strategies. Teachers provided with a list of strategies that could be easily implemented with current units. - Teachers begin implementing a minimum of one thinking routine per week for the months of September and October. CCCs discuss how the implementation of their thinking routines is going within the classroom and how students are responding to it. An emphasis is set on consistency-use the same routine for several weeks prior to adding in new ones to allow students to get comfortable with the type of thinking the routine calls for. - CCCs increase the frequency of using thinking routines from 1-2 per week to 2-3 times per week in November and continue this to date. - Email reminders sent out about incorporating thinking routines and suggestions for those struggling with the required frequency such as using low-prep routines, adapting them to fit existing plans, and designating specific days of the week for routine use. - CCCs continue to reflect on the use of thinking routines during weekly meetings and have their chosen “go-to” strategies (See-Think-Wonder, I Used to Think/Now I Think, Headlines, and Color/Symbol/Image) but continue to try new ones to challenge students.
		Artifacts: - Thinking Routines PD - CCC Lesson Plans - Thinking Routines Tracking Log - Student Work Samples

		Progress Monitoring: Academic coach ensures thinking routines are embedded a minimum twice within weekly lesson plans and assists CCC teams in determining how and when thinking routines could be embedded within their lessons as a part of weekly CCC conversations. Academic coach also observes teachers a minimum of once every nine weeks when they are implementing a thinking routine with students and provides feedback on their thinking routine observation. - Thinking Routines Classroom Observations Walk Form
Pilot Block: 6th–8th grade teachers will implement schoolwide, explicit reading and writing instruction focused on comprehension, conventions, elaboration, and analytical thinking, with targeted supports for ELLs and SWDs to strengthen foundational and grade-level literacy skills. (Pilot Block)	January 5, 2026	**Performance Target:** 60% of students will score within the Near Target and Prepared achievement levels by the Spring administration of the ELA Beacon assessment.
		Implementation (*include person responsible*): 100% of 6th – 8th grade teachers will implement explicit reading and writing instruction for a minimum of 45 minutes, 2 times per week, biweekly, during the schoolwide intervention block (Pilot Block), using grade-level aligned strategies that target comprehension, conventions, elaboration, and analytical thinking, with differentiated supports for ELLs and SWDs. Academic coach is responsible for designing biweekly lessons plans for all ELA Pilot Block student groups and ensuring implementation is being completed with fidelity during our Pilot Block class period. - 911 students identified based on the Winter Beacon ELA Assessment data. (These are students who are predicted to increase and/or decrease their achievement level on Milestones.) These students are strategically grouped based on similar scores/needs and assigned to select teachers for ELA Pilot Block. Instruction focuses on the heaviest weighted domains based on the Milestones ELA Assessment Blueprint, as well as the Beacon assessment data reporting category reports. - Non-911 students are strategically grouped based on similar scores and assigned to grade-level teachers. Instruction incorporates test-taking strategies and will focus on the heaviest weighted domains based on the Milestones ELA Assessment Blueprint. - Teachers are provided with their ELA Pilot Block lesson and materials the Thursday before ELA Pilot Block. These lesson/materials are differentiated based on levels/needs. - The first ELA Pilot Block will take place the week of January 20th-23rd and will continue based on the following schedule: January 19th-23rd, February 2nd-6th, February 23rd-27th, March 9th-13th, March 23rd-27th, and April 13th-17th.
		Artifacts: - Pilot Block Groups - Pilot Block Lessons differentiated by level

		- Student Work Samples (These will be available after the first Pilot Block on January 20th)
		Progress Monitoring: Academic coach and assistant principal will be responsible for ensuring teachers are implementing the provided Pilot Block lessons with fidelity on the weeks of ELA Pilot Block. Classroom observations will be completed during each grade-level's scheduled Pilot Block time and a walkthrough form will be completed to track implementation.
Targeted ESOL Groups: Establish targeted ESOL bubble literacy groups to support ACCESS growth in writing, reading, and composite scores for identified multilingual learners.	August 2025	**Performance Target:** Students in the bubble groups will demonstrate growth of at least 1 proficiency band in their respective domains on the 2026 ACCESS test, with at least 75% of participating students meeting or exceeding a 4.3 composite score.

		Implementation (*include person responsible***):**
		
		100% of ESOL bubble groups will be implemented with fidelity, with 85% student participation and monthly progress monitoring tied to ACCESS domains.
		
		Academic coach is responsible for
		ESOL Lead is responsible for providing teachers with ACCESS-style writing prompts and collecting
		
		- ESOL bubble students are identified.
		  • Long-term ESOL students will composite ≤2.9 and reading ≤2.5 are placed in Read180 program with Maria Ngong (switch to Alexandra Haase in November 2025).
		  • ESOL students with composite between 4.0 and 4.2 (also referred to as Pearson GOATs) receive targeted small group instruction in the ELA/Reading classroom during the cruising portion of the lesson.
		- CCC teams informed of Pearson GOATs in October and discuss their ACCESS scores from the previous school year as well as Ellevation strategies that can be used when pulling small groups.
		- ESOL bubble students set goals aligned to ACCESS domains. Goal sheets and previous ACCESS score went home during parent-teacher conferences in October.
		- ACCESS-style writing prompts rolled out during homeroom and continue to be provided- one per week that all students are invited to complete while only the ESOL bubble students are submitted to the ESOL lead.
		- ESOL PDs completed on additional Ellevation strategies that could be used in the classroom. Teachers began implementing "A Reader, A Reporter, An Announcer" and "Five and Two" in the classroom while continuing to use the "360 Words" strategy.

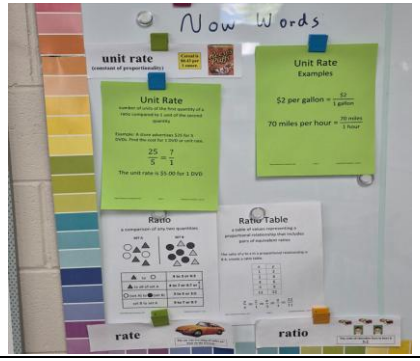
		Artifacts: - ACCESS-style Weekly Writing Prompts

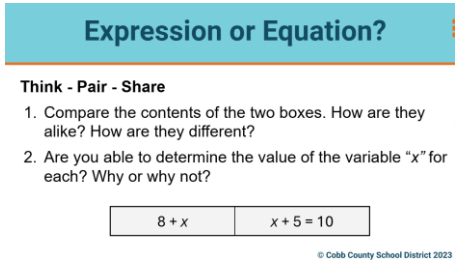
		- ACCESS-style Writing Prompt Student Samples
		Progress Monitoring: Academic coach and ESOL lead is responsible for ensuring ELA/Reading teachers are pulling the ESOL GOATs in intentional small groups, as well as ensuring homeroom teachers are providing students with the ACCESS-style writing prompts once a week. Reading teachers are responsible for completing a monthly progress monitoring form on the ESOL GOATs that have been identified. - Teacher ESOL GOATs Monthly Progress Monitoring Form

GOAL #2 **Math**	• **6th Grade: By the end of the 2025–2026 school year, at least 65% of 6th grade students will score at Level II or higher on the Georgia Milestones Math Assessment, as measured by state testing results in Spring 2026.**

	• **7th Grade: By the end of the 2025–2026 school year, at least 60% of 7th grade students will score at Level II or higher on the Georgia Milestones Math Assessment, as measured by state testing results in Spring 2026.** • **8th Grade: By the end of the 2025–2026 school year, at least 60% of 8th grade students will score at Level II or higher on the Georgia Milestones Math Assessment, as measured by state testing results in Spring 2026.**

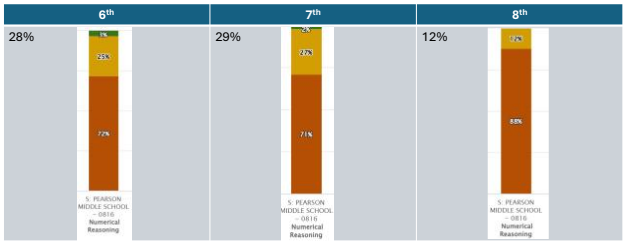
Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
6-8th grade math teachers will implement math vocabulary instruction weekly as measured by CCC lesson plans, teacher ppts, and CTLS assessments.		**Performance Target**: By December 2025, at least 50% of students in each grade level will score 50% or higher on vocabulary assessments/questions. By May 2026, at least 60% of students in each grade level will score 60% or higher on vocabulary assessments/questions (targets will be adjusted in January 2026 based on December performance**).**
		Implementation (*include person responsible***):** 100% of math teachers will implement math vocabulary instruction weekly as measured by CCC lesson plans, teacher ppts, and CTLS assessments. Academic coach is responsible for ensuring the implementation plan is being completed.
		Artifacts: CTLS assessment data and CCC minutes **Pearson Middle School | Assessment Summary** MATH 6 SEMESTER 1 VOCAB ASSESSMENT Assessment ID: 110470220081225 61% Average Score 193 / 240 (80%) Students Tested 10 Item Count First | Dec 9, 2025 11:30:34 AM Last | Dec 12, 2025 1:51:31 PM

		Pearson Middle School | Assessment Summary MATH 7 SEMSESTER 1 VOCAB TEST Assessment ID: 135014020081225 58% Average Score | 163 / 221 (74%) Students Tested | 10 Item Count | First | Dec 9, 2025 10:39:29 AM Last | Dec 18, 2025 12:47:21 PM **Pearson Middle School | Assessment Summary** MATH 8 SEMESTER 1 VOCAB TEST Assessment ID: 147220221081225 67% Average Score | 145 / 239 (61%) Students Tested | 10 Item Count | First | Dec 11, 2025 11:47:54 AM Last | Jan 12, 2026 2:13:38 PM
		Progress Monitoring: Academic coach ensures that vocabulary is embedded into weekly lessons and assessments. The grade level math team reviews vocab questions percentages for instructional planning. Examples: 7. What does the word proportion mean in math? A. A number that never changes B. A large amount of something C. A tool used to measure weight D. A way to compare two ratios that are equal 
6-8th grade math teachers will implement math reasoning and number sense talks weekly as measured by CCC lesson plans, teacher ppts, and CTLS assessments.		**Performance Target:** By May 2026 50% of students will score a near target or higher on Numerical Reasoning domain based on DRC Beacon data.
		Implementation (*include person responsible*): 100% of math teachers will implement math reasoning and number sense talks weekly as measured by CCC lesson plans, teacher ppts, and CTLS assessments. Academic coach is responsible for ensuring number talks are documented and implemented during instruction time.
		Artifacts: CCC minutes and teacher ppts will be reviewed for ensuring math talks are happening weekly.



CCC MINS.docx

Numerical Reasoning Data



Progress Monitoring:

6-8th grade math teams will implement structured CCC processes weekly as measured by CCC minutes and common summative assessments.

Performance Target: 60% of students will score a 70% or higher on grade-level Math standards as measured by common assessments.

Implementation (*include person responsible*):

100% of 6-8th grade math teams will implement structured CCC processes weekly as measured by CCC minutes and common summative assessments.

Academic coach and assistant principals will ensure that the structured CCC process is being implemented weekly.

Artifacts: CCC minutes and SIP walk form. CCC MINS.docx

Progress Monitoring: Academic Coach and Assistant Principal have assisted with supporting teachers in improving instruction and student learning through effective collaboration, data use, and reflective

practice during CCC's. Both Academic Coach and Assistant Principal continuously evaluate and give feedback to grade levels 6-8 math teams.

CCC MINS

Unit 3 Checkpoint 1, 2 and Unit 3 test Data Dig

6-8th grade math teachers will implement the use manipulatives to provide concrete math examples monthly as measured by administrative observation of weekly CCC lesson plans and monthly walk forms.

Performance Target: 60% of students will score 70% or higher on common summative assessments.

Implementation (*include person responsible*):

100% of Math teachers will implement the use manipulatives to provide concrete math examples monthly as measured by administrative observation of weekly CCC lesson plans and monthly walk forms.

Artifacts: The Pearson math team will document manipulative use monthly via ccc minutes and manipulative tracker.

MATH MANIPULATIVE DOC 25-26.xlsx

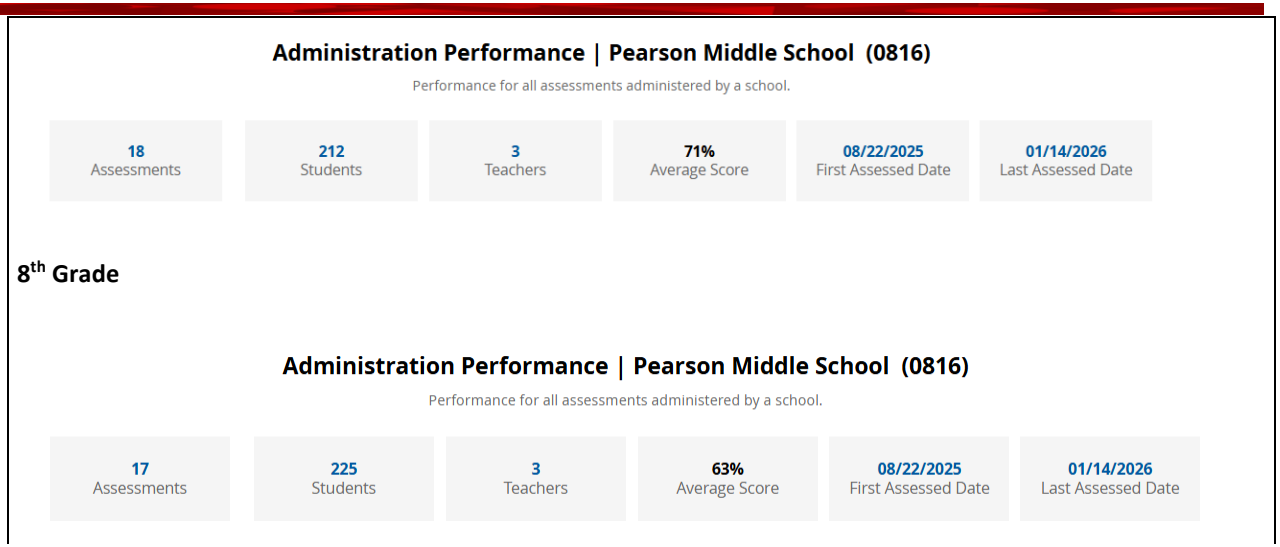
Progress Monitoring: 6th Grade

Administration Performance | Pearson Middle School (0816)

Performance for all assessments administered by a school.

20	234	3	60%	08/15/2025	01/12/2026
Assessments	Students	Teachers	Average Score	First Assessed Date	Last Assessed Date

7th Grade



8th Grade

GOAL #3 **School Selected**	

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?**
		Performance Target:
		Implementation (*include person responsible***):**

		Artifacts:
		Progress Monitoring:
		Performance Target:
		Implementation (*include person responsible***):**
		Artifacts:
		Progress Monitoring:

Final Notes
Principal Signature

Assistant Superintendent