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: Pine Mountain Middle School

Monitoring Date: 01/15/2026

GOAL #1 **Literacy**	**The percentage of students scoring at the prepared learning level in Interpreting Texts: Reading in English Language Arts/Reading will increase 3% as measured by the 2025-26 End of Grades Milestones ELA Assessment.**

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Performance Target: **100% of English Language Arts/Reading teachers will collaborate with their Cobb Collaborative Communities (CCCs) to create and use pacing guides/unit plans that include multi-modal performance-based tasks emphasizing Craft Structure/Integration of Ideas.** 6th, 7th, and 8th-grade ELA teachers will deliver multi-modal, performance-based tasks targeting the **Interpreting Texts: Reading** domain at least once per week, as evidenced by documentation in weekly ELA CCC lesson plans, which will be reviewed bi-weekly by the ELA administrator.	**Artifacts:** Beacon Data Fall & Winter Pacing Guides CCSD Unit Framework GADOE Standards CCC Agendas & Notes Savvas My Perspectives & Common Lit 360 ELA/Reading Instructional Walkthroughs Professional Development **Artifact Summary:** The listed artifacts are used in weekly CCC meetings. Pacing guides are created using the current CCSD framework based on new GADOE standards and new CCSD curricula in ELA & Reading. Teachers received multi-modal training on 8/13/2025. Teachers actively use the TTIS staff. ELA/R teachers use text, images, video, and audio to support learning and demonstrate learning performance.	**Evidence:** Beacon Data Fall-Winter Comparison for Reading – Interpreting Text: • 6th Fall/**Winter** • Prepared 22%/**32%** +10% Growth • Near Target 58%/**52%** -6% Lower • Needs Support 20%/**16%** -4% Lower • 7th Fall/**Winter** • Prepared 27%/**27%** No change • Near Target 59%/**54%** -6% Lower • Needs Support 14%/**19%** +5% increase • 8th Fall/**Winter** • Prepared 39%/**40%** +1% Growth • Near Target 43%/**43% No change** • Needs Support 18%/17% -1% Lower **Evidence Summary:** 6th Grade had substantial growth to the Prepared Performance Level, which resulted in lowering the Near Target and Needs Support Performance Level. There was no change in growth to the Prepared Performance level in 7th grade. Near Target declined; however, Needs Support absorbed the changes with an increase. 8th grade had 1% growth in Prepared Performance Level. Near Target is static with no changes. Needs Support declined 1% due to the increase at the Prepared Level.

Performance Target:	Artifacts:	Evidence: Beacon Interpreting Text Scale Scores
100% of ELA/Reading teachers will use standards-based rubrics for the multi-modal/performance tasks included in their CCC's Pacing Guide/Unit Plan. 6th, 7th, and 8th grade ELA teachers will use standards-based rubrics emphasizing the Interpreting Texts: Reading domain in classroom lessons at least once a month, as measured by the inclusion of rubric-aligned tasks and assessments in the monthly ELA CCC lesson plans and verified through documentation in the weekly ELA CCC lesson plans, which will be reviewed bi-weekly by the ELA administrator.	Pacing Guides CCSD Framework GADOE ELA Standards Rubrics – CCSD & Savvas My Perspectives & Common Lit 360 CCC Agendas & Notes Lesson Plans CTLS **Artifact Summary:** Teachers use standards-based rubrics for writing and culminating tasks. CCSD and the curricula provide most rubrics based on state standards. Students are provided with rubrics to self-evaluate their work.	6th: Fall/Winter 499/523 +24 points 7th: Fall/Winter 526/524 -2 points 8th Fall/Winter 570/578 +8 Points **Evidence Summary:** 6th grade has an increase of 24 scale score points in Reading Interpreting Text, reflecting their advancement to the Prepared level. 7th grade declined 2 scale score points, which aligned with static growth in the Prepared level. 8th Grade increased 8 scale score points, which is indicative of the nominal growth to the Prepared level.

GOAL #2 Math	The percentage of students scoring proficient on the Winter Beacon will increase by 3% as measured by the 2025-2026 End of Grades Milestones ELA Assessment.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
6th, 7th, and 8th math teachers will implement the 360 Math Classroom Model at least twice per week to promote student-centered discourse through structured engagement at whiteboards, as measured by monthly lesson plan documentation of the math administrator.	**Artifacts:** • CCC agendas • Guiding Coalition agendas • CTLS data • Professional learning schedule • Classroom walkthrough data • Math Remediation Classes **Artifact Summary:** Math teachers received professional development on the 360 Math Classroom Model and student-centered discourse on 8/18 and 12/9. Based on data and anecdotal feedback, the 360 Math Classroom Model will remain a priority teaching method in math classrooms at Pine Mountain Middle School.	**Evidence:** 100% of teachers are implementing the 360 Math Classroom Model at least twice a week, per classroom walkthrough data and CCC agendas. This can be shown in the Numerical Reasoning, Patterning, and Algebraic Reasoning Domains. 6th grade growth of 7.76% and 10.28% respectfully, 7th grade growth of 4.61% and 8.75%, and 8th grade growth of 2% and 10.25%. Beacon Data Fall: 47.6% of 6th graders near target; 50% need support, 2.4% Prepared Winter: 6.6% of 6th graders are prepared; 59.5% near target; 34% need support Fall: 9.1% of 7th graders are prepared; 45.5% are near target; 45.5% need support Winter: 14.2% of 7th graders are prepared; 48.1% are near target; 37.7% need support Fall: 4.8% of 8th graders are ready; 38.1% are near target; 57.1% need support Winter: 10.2% of 8th graders are ready; 40.1% are near target; 49.7% need support **Evidence Summary:** 360 classroom instruction has led to increases in the Numerical Reasoning, Patterning, and Algebraic Reasoning domains at each grade level. Additionally, students scoring proficient on the Math Beacon grew 4.1% in 6th grade, 5.2% in 7th grade, and 5.4% in 8th grade from fall to winter.

| 6th, 7th, and 8th grade math teachers will provide priority standard intervention support for students not mastering math priority standards on unit assessments as measured through student performance data and tracking logs reviewed bi-weekly by the math administrator once a month. | **Artifacts:**
• CCC agendas
• Guiding Coalition agendas
• CTLS data
• Professional learning schedule
• Classroom walkthrough data
• Academic CLIMB Groupings

Artifact Summary:
Priority standard groupings, based on Beacon and CTLS Assessment data, are run through academic CLIMB time and will continue through Q3 and Q4 to support continued growth on priority standards for Milestones. Students scoring within the need support category on the beacon will be prioritized when making academic CLIMB groupings for additional support. | **Evidence:**
Priority standard intervention support is being provided to students through Academic CLIMB intervention groups on Fridays. This led to overall increases in Beacon performance from fall to winter in all grade levels. 6th grade growth of 7.8%, 7th grade growth of 3.44%, and 8th grade of 6.83%. Academic CLIMB time has been used to further inform math support class placements for students who consistently do not master priority standards.

Evidence Summary:

6th, 7th, and 8th-grade students achieved the goal of 3% growth on the Math Beacon from the fall to the winter assessment.
Additionally, students scoring proficient on the Math Beacon grew 4.1% in 6th grade, 5.2% in 7th grade, and 5.4% in 8th grade from fall to winter. |

| **GOAL #3**
School Selected | **Increase the percentage of students with 0-1 office referrals by 2% as measured by occurrences reported through Goalview.** |

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

All teachers will implement PBIS Tier I behavior management strategies outlined in the PMMS Behavior Flowchart and monitored through the PBIS Rewards app reports.	**Artifacts:**
	• Classroom walkthrough data
	• Infraction Reports (PBIS Rewards app)
	• PBIS Behavior Team Meeting agendas (September – March)
	• Grade Level Meeting Agendas
	• January Report to Guiding Coalition
	
	Artifact Summary:
	The PBIS Behavior Team meets monthly to review behavior data in the PBIS Rewards application that tracks behaviors prior to an office referral. Behavioral trends are discussed, and monthly SMART goals are established for the school to address them. The findings and SMART goals are shared at the monthly grade-level meetings, where teachers provide feedback and suggestions to the PBIS Behavior Team.
	
	The PBIS Coach, the Behavioral Specialist, and other members of the PBIS Behavior and Incentives Teams complete classroom walkthroughs to focus on implementing positive Tier I student behavior management strategies. Feedback is provided to teachers, and a summary of the walkthroughs is given to staff, including suggestions on how to improve Tier I strategies in the classroom. The PBIS Coach updates the Guiding Coalition on progress at least quarterly, with the next update scheduled for January.
		Evidence:
		• Walkthrough data:
		  ○ August – 65% of the teaching staff was implementing PBIS Tier I behavior management strategies outlined in the PMMS Behavior Flowchart
		  ○ November – 91% of the teaching staff was implementing PBIS Tier I behavior management strategies outlined in the PMMS Behavior Flowchart
		  ○ An increase of 26% in implementation
		
		Evidence Summary:
		The teachers are implementing the PBIS Tier I behavior management strategies outlined in the PMMS Behavior Flowchart. Although significant progress has been made toward the goal of all teachers implementing strategies, there is still room for improvement in the second semester.

| Students will decrease disruptive and rough/boisterous behaviors through self-regulation strategies. | **Artifacts:**
• Monthly behavior lessons
• Infraction reports (PBIS Rewards app)
• Student survey results
• Infraction reports
• Discipline reports
• January Report to Guiding Coalition

Artifact Summary:
Behavior expectation lessons were held with all students. These occurred twice a day in the first week of school and each Friday through August. The monthly behavior expectations were held in August and October.

The infraction reports and discipline reports were reviewed monthly at the PBIS Behavior Team meetings and SMART goals were created to address the trending behavior patterns. | **Evidence:**

Evidence Summary: |

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

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc…
3	Monthly behavior lessons January Report to the Guiding Coalition	District issues with fall testing led to last-minute schedule changes and adjustments, resulting in the loss of allotted lesson time. The missed lessons were restructured and presented alongside other behavioral lessons. The Guiding Coalition meeting was moved earlier for January, so the information will be presented at the next meeting in February.