

School Name: Pine Mountain Middle School
Date: May 15, 2025

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.
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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?
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.		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.
		Implementation (<i>include person responsible</i>): Post-Planning 2024-2025: <ul style="list-style-type: none"> May 22, 2025 – ELA/Reading Department Chair will review ELA Action Step 1 and Performance Target with ELA/Reading teachers. May 22, 2025 – ELA/Reading CCC members will develop Pacing Guides/Unit Plans for Unit 1 with lessons and assessments for Accelerated Content, On-Level, Specialized Instruction for shared classes, ESOL for shared classes, and Small Group classes. Pre-Planning 2025-2026:

- **July 28 – August 1, 2025** – ELA/Reading CCC members will develop Pacing Guides/Unit Plans for Unit 2 with lessons and assessments for Accelerated Content, On-Level, Specialized Instruction for shared classes, ESOL for shared classes, and Small Group classes.

August:

- ELA/Reading Department Chair will invite the TTIS to ELA/Reading CCC meetings to provide support for teachers in planning multi-modal tasks.
- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.

September:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.
- **September 8, 2025** – The ELA/Reading Department Chair will share with the Guiding Coalition (Mustang Pulse) an overview of Fall Beacon baseline data depicting percentages of students at each level in the Interpreting Texts: Reading domain disaggregated by grade level and other student characteristics as determined by administration.
- **September 17, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- **September 17, 2025** – In the department meeting, the ELA/Reading Department Chair will share an overview of Fall Beacon baseline data depicting percentages of students at each level in the Interpreting Texts: Reading domain disaggregated by grade level and other student characteristics as determined by administration.
- **September 19, 2025** – ELA/Reading CCC members will finalize Pacing Guides/Unit Plans for Unit 3 with lessons and assessments for Accelerated Content, On-Level, Specialized Instruction for shared classes, ESOL for shared classes, and Small Group classes.

October:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.

- **October 9, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- **October 17, 2025** – ELA/Reading CCC members will finalize Pacing Guides/Unit Plans for Unit 4 with lessons and assessments for Accelerated Content, On-Level, Specialized Instruction for shared classes, ESOL for shared classes, and Small Group classes.
- ELA/Department Chair will conduct classroom walk-through observations with the administrative team to assess use of multi-modal tasks in classrooms.

November:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.
- **November 20, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- **November 20, 2025** – ELA/Reading Department Chair will share feedback from classroom walk-through observations at the department meeting.
- **November 20, 2025** – ELA/Reading Department Chair will determine the needs of ELA/Reading CCCs and invite the TTIS to meet with the CCCs that request further assistance in developing multimodal tasks.

December:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.
- **December 11, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.

January:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.
- **January 12, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, and Pacing Guides/Unit Plan.

- **January 15, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- **January 15, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step in the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, and Pacing Guides/Unit Plan.
- **January 30, 2026** - ELA/Reading CCC members will finalize Pacing Guides/Unit Plans for Unit 5 with lessons and assessments for Accelerated Content, On-Level, Specialized Instruction for shared classes, ESOL for shared classes, and Small Group classes.

February:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.
- **February 12, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- ELA/Reading CCCs will develop multi-modal Milestones review and remediation tasks to address Interpreting Texts: Reading to be implemented during the Academic Intervention block (Academic CLIMB) in March and April.

March:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.
- **March 19, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- ELA/Department Chair will conduct classroom walk-through observations with the administrative team to assess use of multi-modal tasks in classrooms.

April:

- ELA/Reading CCCs will update unit plans with annotations of implementation challenges, successes, and improvement suggestions for for the next academic year.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with planning and implementing multi-modal tasks.

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- **April 14, 2026** – ELA/Reading Department Chair will present an end-of-the-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **April 16, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for implementing multi-modal tasks at the department meeting.
- **April 16, 2026** – ELA/Reading Department Chair will present an end-of-the-year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.

Artifacts:

- Original Pacing Guide/Unit Plan for each of the 5 units.
 - Developed in conjunction with CCSD Framework
- Pacing Guide/Unit Plan with field notes reflecting ELA/Reading weekly lessons using the Saava textbook
 - Include specialized instruction in field notes
 - Include differentiation to meet the needs of gifted students
- Classroom walk-through data
- CCC agendas
- Department Meeting agendas
- Beacon data
- January Report to Guiding Coalition
- April Report to Guiding Coalition

Progress Monitoring:

- **August 2025** – ELA/Reading Department Chair or administrators will share raw Fall Beacon baseline data with ELA/Reading teachers.
- **September 8, 2025** – ELA/Reading Department Chair will share an overview of Fall Beacon baseline data with Mustang Pulse, depicting percentages of students at each level in the Interpreting Texts: Reading domain disaggregated by grade level and other student characteristics as determined by administration.
- **September 17, 2025** – In the department meeting, the ELA/Reading Department Chair will share an overview of Fall Beacon baseline data depicting percentages of students at each level in the Interpreting Texts: Reading domain disaggregated by grade level and other student characteristics as determined by administration.
- **November 20, 2025** – ELA/Reading Department Chair will share feedback from classroom walk-through observations at the department meeting.

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 monthly ELA CCC lesson plans and verified through documentation in weekly ELA CCC lesson plans, which will be reviewed bi-weekly by the ELA administrator.

- **January 12, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **January 15, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **April 14, 2026** – ELA/Reading Department Chair will present an end of the year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **April 16, 2026** – ELA/Reading Department Chair will present an end of the year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.

Performance Target:

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.

Implementation (include person responsible):

Pre-Planning 2025-2026:

- **May 22, 2025** – ELA/Reading Department Chair will review ELA Action Step 2 and Performance Target with ELA/Reading teachers.

August:

- The CCSD ELA Department will provide professional development to support ELA/Reading teachers with developing standards-based rubrics for multi-modal performance-based tasks.
- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- ELA/Reading Department Chair or administrators will share raw Fall Beacon baseline data with ELA/Reading teachers.
- **August 21, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.

September:

- **September 8, 2025** – ELA/Reading Department Chair will share an overview of Fall Beacon baseline data with Mustang Pulse, depicting percentages of students at each performance level in the Interpreting Texts: Reading domain, disaggregated by grade level and other student characteristics as determined by administration.
- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Fall Beacon assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.
- **September 17, 2025** – At the department meeting, the ELA/Reading Department Chair will share an overview of Fall Beacon baseline data depicting percentages of students at each performance level in the Interpreting Texts: Reading domain disaggregated by grade level and other student characteristics as determined by administration.
- **September 17, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.

October:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Fall BEACON assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.
- **October 9, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.
- ELA/Reading Department Chair will conduct classroom walk-through observations with the administrative team to assess use of multi-modal tasks, rubrics, and student conferences in classrooms.

November:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Fall BEACON assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.
- **November 20, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.
- **November 20, 2025** – ELA/Reading Department Chair will share feedback from classroom walk-through observations at the department meeting.

December:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Fall BEACON assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.
- **December 11, 2025** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.

January:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Winter Beacon assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.

- **January 12, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **January 15, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.
- **January 15, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step in the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.

February:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Winter BEACON assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.
- **February 12, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.
- ELA/Reading CCCs will develop rubrics for the multi-modal Milestones review and remediation tasks developed to address Interpreting Texts: Reading for the March and April Academic Intervention blocks (Academic CLIMB).

March:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Winter Beacon assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.

- **March 19, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.
- ELA/Reading Department Chair will conduct classroom walk-through observations with the administrative team to assess use of multi-modal tasks, rubrics, and student conferences in classrooms.

April:

- ELA/Reading teachers will assess multi-modal performance-based tasks with standards-based rubrics and conduct student conferences to discuss their performance and progress in Craft Structure/Integration of Ideas.
- ELA/Reading Department Chair will review unit plans and CCC agendas and provide support to CCCs with developing rubrics for multi-modal performance-based tasks.
- Students scoring at the Needs Support level in Interpreting Texts: Reading on the Winter Beacon assessment will participate in weekly Academic CLIMB sessions for additional instruction and support in this domain.
- **April 14, 2026** – ELA/Reading Department Chair will present an end-of-the-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **April 16, 2026** – ELA/Reading teachers will share successes and discuss obstacles, options, and next steps for developing and using rubrics for multi-modal performance-based tasks at the department meeting.
- **April 16, 2026** – ELA/Reading Department Chair will present an end-of-the-year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.

Artifacts:

- CCC Rubrics in CTLS
 - School-wide
 - Grade-level
 - Task-specific
- Scored rubrics from student conferences
- CCC agendas
- Department meeting agendas
- January Report to Guiding Coalition
- April Report to Guiding Coalition
- Beacon data
- Classroom walk-through data
- Professional Development agenda/attendance record

- Academic Intervention student attendance spreadsheet

Progress Monitoring:

- **August 2025**– ELA/Reading Department Chair or administrators will share raw Fall Beacon baseline data with ELA/Reading teachers.
- **September 8, 2025** – ELA/Reading Department Chair will share an overview of Fall Beacon baseline data with Mustang Pulse, depicting percentages of students at each performance level in the Interpreting Texts: Reading domain, disaggregated by grade level and other student characteristics as determined by administration.
- **September 17, 2025** – In the department meeting, the ELA/Reading Department Chair will share an overview of Fall Beacon baseline data depicting percentages of students at each performance level in the Interpreting Texts: Reading domain disaggregated by grade level and other student characteristics as determined by administration.
- **November 20, 2025** – ELA/Reading Department Chair will share feedback from classroom walk-through observations at the department meeting.
- **January 12, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon data.
- **January 15, 2026** - ELA/Reading Department Chair will present a mid-year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon data.
- **April 14, 2026** – ELA/Reading Department Chair will present an end-of-the-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon data.
- **April 16, 2026** – ELA/Reading Department Chair will present an end of the year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon data.

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)	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?	
6th, 7th, and 8th math teachers will implement the 360 Math Classroom Model at least twice a week to promote student-centered discourse through structured engagement at whiteboards, as measured by the math administrator's monthly lesson plan documentation.		<p>Performance Target: 100% of math teachers will implement classroom discourse through the 360 Math Classroom Model into their lesson plans by October 2025.</p> <p>Implementation (include person responsible):</p> <p><u>July:</u></p> <ul style="list-style-type: none"> • July 28, 2025 – The Math Department Chair will introduce the department goal and outline expectations for 360 Math implementation to all instructional staff. • July 31, 2025 – The Math Department Chair will meet with math teachers to provide detailed implementation guidance, assess needs for consumables, and verify completion of Quarter 1 pacing guides/unit plans developed in April. • July 31, 2025 – The Math Department Chair will collaborate with the bookkeeper to develop a schedule for procuring and distributing consumable materials. <p><u>Dates To Be Determined:</u></p> <ul style="list-style-type: none"> • Math 360 Classroom professional development to be attended by at least 1 member of each CCC when offered by the district. 	

August:

- The Math Department Chair will review CCC agendas to confirm dedicated time is being allocated to developing 360 Math warmups and work session structures.
- Math teachers will revise pacing guides and unit plans to reflect integration of classroom discourse aligned with the 360 Math Model.
- **August 20, 2025** – Math Department Chair will share the timeline for the distribution of consumable materials at the department meeting.

September:

- The Math Department Chair will conduct continued monitoring of CCC agendas to ensure alignment with 360 Math priorities.
- Math teachers will continue refining pacing guides/unit plans to incorporate 360 Math discourse strategies.
- **September 10, 2025** – During the Math Department meeting, teachers will share early successes and reflect on initial implementation. Next steps and best practices will be collaboratively identified.

October:

- The Math Department Chair will conduct ongoing CCC agenda review to ensure continued focus on 360 Math instructional practices.
- Teachers will continue embedding discourse strategies into lesson planning.
- **October 13, 2025** – The Math Department Chair will conduct individual progress meetings with each math teacher to assess implementation and offer targeted support.
- **October 13, 2025** – Quarter 2 pacing guides/unit plans will be submitted to the Math Department Chair.
- **October 13, 2025** – The Math Department Chair will present a 360 Math implementation update to the Mustang Pulse leadership team.
- Math Department Chair will conduct classroom walk-through observations with the administrative team to assess use of the 360 Math model and discourse practices.

November:

- The Math Department Chair will continue to monitor CCC agendas for evidence of 360 Math planning.
- Teachers will maintain updates to their instructional planning documents to reflect classroom discourse strategies.
- **November 11, 2025** - The Math Department Chair will share feedback from classroom walk-through observations at the department meeting.

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- **November 11, 2025**- During the Math Department Meeting, teachers will share successes and reflect on continued implementation of discourse strategies for the 360 classroom. Next steps and best practices will be collaboratively identified.

December:

- CCCs will continue to focus on the development of warmups and student engagement structures.
- **December 2, 2025** – Quarter 3 pacing guides/unit plans will be submitted to the Math Department Chair.

January:

- Ongoing CCC agenda review will be conducted by the Math Department Chair to ensure fidelity of implementation of 360 Math discourse practices.
- Math teachers will continue to revise instructional plans to reflect the implementation of discourse practices.
- **January 12, 2026** – Math Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **January 21, 2026** - Math Department Chair will present a mid-year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- Math Department Chair will conduct classroom walk-through observations with the administrative team to assess use of the 360 Math model and discourse practices.

February:

- The Math Department Chair will continue to monitor collaborative planning for 360 Math strategies.
- Teachers will work with CCCs to reflect updates in pacing guides/unit plans.
- **February 11, 2026** - During the Math Department Meeting, teachers will share successes and reflect on continued implementation of discourse strategies for the 360 classroom. Next steps and best practices will be collaboratively identified.
- **February 11, 2026** - The Math Department Chair will share feedback from classroom walk-through observations at the department meeting.

March:

- Math Department Chair will review CCC agendas and instructional materials to ensure consistency of 360 Math discourse practices.
- **March 2, 2026** – The Math Department Chair will conduct individual check-ins with math teachers to assess implementation fidelity and address needs.

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- **March 2, 2026** – Math CCCs will submit Quarter 4 pacing guides/unit plans.
- Math Department Chair will conduct classroom walk-through observations with the administrative team to assess use of the 360 Math model and discourse practices.

April:

- Math CCCs will continue to focus on 360 Math warmups and classroom discourse.
- **April 14, 2026** – Math Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.
- **April 15, 2026** – The Math Department Chair will conduct an end-of-year reflection with the Math Department on SSP Goal and progress.

May:

- **May 26, 2025** – Quarter 1 pacing guides/unit plans for the upcoming school year will be submitted to the Math Department Chair to ensure continuity of 360 Math integration.

Artifacts:

- CCC agendas
- Pacing Guides/Unit Plans
- Department meeting agendas
- January Report to Guiding Coalition
- April Report to Guiding Coalition
- Beacon data
- Classroom walk-through data
- Professional Development agenda/attendance record

Progress Monitoring:

- **October 13, 2025** – Math Department Q2 pacing guide/unit plan due to the Math Department Chair
- **October 13, 2025** - Math Department Chair will provide an update on 360 utilization to Mustang Pulse.
- **November 11, 2025** - The Math Department Chair will share feedback from classroom walk-through observations at the department meeting.
- **December 2, 2025** - Math Department Q3 pacing guide/unit plan due to the Math Department Chair
- **January 12, 2026** – Math Department Chair will present a mid-year update on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores.

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	<ul style="list-style-type: none"> • January 21, 2026 - Math Department Chair will present a mid-year update on this action step at the department meeting, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores. • February 8, 2026 - Math Department Chair will provide an update on 360 utilization to Mustang Pulse. • February 11, 2026 - The Math Department Chair will share feedback from classroom walk-through observations at the department meeting. • March 2, 2026 – Math Department Q4 pacing guide/unit plan due to the Math Department Chair • April 14, 2026 – Math Department Chair will present an end-of-the-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from classroom observations, CCC agendas, department meeting discussions, Pacing Guides/Unit Plan, and Beacon scores. • April 15, 2026 – The Math Department Chair will conduct an end-of-year reflection with the Math Department on the SSP Goal and progress. • May 26, 2025 – Quarter 1 pacing guides/unit plans for the upcoming school year will be submitted to the Math Department Chair to ensure continuity of 360 Math integration.
6th-, 7th-, and 8th-grade math teachers will provide priority standard intervention support to 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.	<p>Performance Target: 80% or more of students at the Needs Support Beacon Level will attend weekly Academic Intervention (Academic CLIMB) sessions every other month.</p> <p>Implementation (include person responsible):</p> <p><u>July:</u></p> <ul style="list-style-type: none"> • July 31, 2025 – The Math Department Chair collaborates with the Academic CLIMB team to finalize the monthly CLIMB session schedule and update the student tracking spreadsheet to be used by grade-level Academic CLIMB leads. <p><u>August:</u></p> <ul style="list-style-type: none"> • August 2025 – Math Department Chair or administrators will share raw Fall Beacon baseline data with Math teachers. • August 26, 2025 – The Math Department Chair meets with administration to review Fall Beacon baseline data and identify students performing at the Needs Support level. The spreadsheet is updated accordingly. • August 29, 2025 – grade-level Academic CLIMB will complete the Monthly Academic CLIMB spreadsheet update leads. <p><u>September:</u></p> <ul style="list-style-type: none"> • Weekly Academic CLIMB sessions will begin for identified students.

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- Grade-level Academic CLIMB leads will ensure documentation of participation and note any new students referred through teacher input or updated Beacon data.
- **September 8, 2025** – Math Department Chair will share with Mustang Pulse an overview of Fall Beacon baseline data depicting percentages at each performance level disaggregated by grade level and other student characteristics as determined by administration.
- **September 10, 2025** – In the department meeting, the Math Department Chair will share an overview of Fall Beacon baseline data depicting percentages of students at each performance level disaggregated by grade level and other student characteristics as determined by administration.
- **September 26, 2025** – grade-level Academic CLIMB will complete Monthly Academic CLIMB spreadsheet update leads.

October:

- Weekly Academic CLIMB sessions will continue for students currently identified in the Needs Support category.
- Teachers and counselors will provide progress updates to support individualized intervention during sessions.
- **October 3, 2025** – Academic CLIMB non-attendees from September are tagged for follow-up interventions.
- **October 31, 2025** – Academic CLIMB spreadsheet will be updated to reflect October participation rates.

November:

- Weekly Academic CLIMB sessions will continue with a focus on reinforcing Q2 academic targets.
- Grade-level teams will work with families of chronically absent Academic CLIMB students to improve attendance and engagement.
- **November 7, 2025** – Follow-up for October non-attendees will be conducted.
- **November 11, 2025** – Teachers will provide mid-year feedback on student progress for incorporation into mid-year reviews at the Math Department Meeting.
- **November 21** – Academic CLIMB spreadsheet will be updated with November attendance data.

December:

- Final Academic CLIMB sessions of the semester will be held.
- **December 5, 2025** – Non-participants from the November Academic CLIMB will be flagged.
- **December 19, 2025** – Monthly Academic CLIMB spreadsheet will be updated.

January:

- The Math Department Chair meets with administration to review Winter Beacon data and identify students performing at the Needs Support level. The spreadsheet will be updated with changes.

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- Weekly Academic CLIMB sessions will resume after winter break with students identified at the Needs Support level on the Winter Beacon administration.
- **January 9, 2026** – Academic CLIMB non-attendees from December will be reviewed.
- **January 12, 2026** – Math Department Chair will present a mid-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores.
- **January 21, 2026** - Math Department Chair will share a mid-year update on this action step at the department meeting, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores.
- **January 30, 2026** – Grade-level Academic CLIMB will update the Academic CLIMB attendance spreadsheet leads.

February:

- Weekly Academic CLIMB sessions will continue with emphasis on sub-standards.
- **February 6, 2026** – Intervention planning for January Academic CLIMB non-participants will take place.
- **February 27, 2026** – Academic CLIMB spreadsheet will be updated.

March:

- Academic CLIMB sessions continue; specific strategies for Milestones preparation and content support are emphasized.
- **March 6, 2026** – Review of February Academic CLIMB non-attendees for timely interventions will be conducted.
- **March 27, 2026** – The Academic CLIMB spreadsheet will be updated, and Academic CLIMB will summarize attendance trends leads.

April:

- Weekly Academic CLIMB sessions conclude.
- **April 14, 2026** – Math Department Chair will present an end-of-the-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores, and present recommendations for the next school year.
- **April 15, 2026** – The Math Department Chair will conduct an end-of-year reflection with the Math Department on the SSP Goal and progress.

Artifacts:

- Academic CLIMB spreadsheet and attendance data
- Questions 3 and 4 in CCC Agenda
- Beacon Data
- Math Department meeting agendas
- January Report to Guiding Coalition
- April Report to Guiding Coalition

Progress Monitoring:

- **August 2025** – Math Department Chair or administrators will share raw Fall Beacon baseline data with Math teachers.
- **September 8, 2025** – The Math Department Chair will share with Mustang Pulse an overview of Fall Beacon baseline data depicting percentages of students at each performance level, disaggregated by grade level and other student characteristics as determined by administration.
- **September 10, 2025** – In the department meeting, the Math Department Chair will share an overview of Fall Beacon baseline data depicting percentages of students at each performance level disaggregated by grade level and other student characteristics as determined by administration.
- **October 3, 2025** – Academic CLIMB non-attendees from September will be tagged for follow-up interventions.
- **November 7, 2025** – Follow-up for October Academic CLIMB non-attendees will be conducted.
- **December 5, 2025** – Non-participants from the November Academic CLIMB will be flagged for winter break check-ins.
- **January 12, 2026** – Math Department Chair will present a mid-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores.
- **January 21, 2026** - Math Department Chair will share a mid-year update on this action step at the department meeting, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores.
- **April 14, 2026** – Math Department Chair will present an end-of-the-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores, and present recommendations for the next school year.
- **April 15, 2026** – The Math Department Chair will conduct an end-of-year reflection with the Math Department on the SSP Goal and progress.

GOAL #3 School Selected	Increase the percentage of students with 0-1 office referrals by 2% as measured by occurrences reported through Goalview.
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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?
All teachers will implement PBIS Tier I behavior management strategies outlined in the PMMS Behavior Flowchart and monitored through the PBIS Rewards app reports.		<p>Performance Target: 100% of teachers will implement Tier I behavior management strategies by January 2026.</p> <p>Implementation (include person responsible):</p> <p><u>Post-planning 2024-2025:</u></p> <ul style="list-style-type: none"> May 22, 2025 - PBIS Training will be available to all staff. The staff will have the option to attend either the May training or the redelivery during pre-planning. All new staff will attend the redelivery during pre-planning. <p><u>Pre-planning 2025-2026:</u></p> <ul style="list-style-type: none"> The PBIS Team will facilitate PBIS training for all new staff members and members who did not attend the training in May. The PBIS Team will facilitate a 15-minute refresher training for staff members who attended the training in May. <p><u>August:</u></p> <ul style="list-style-type: none"> PBIS Coach will ensure all teachers have the PMMS Behavior Flowchart, Classroom Behavior Expectations, Zones of Regulation, and Expect Respect signage posted in every classroom. PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in September.

September:

- **September 3, 2025** - PBIS Behavior Team analyzes data from the August infraction report.
- **September 3, 2025** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **September 4, 2025** – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.
- PBIS Behavior Team will conduct classroom walkthroughs to determine the implementation level of Tier I behavior management strategies. PBIS Coach will compile the data, and the PBIS Behavior representatives will present the data to their grade level teams.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in October.

October:

- **October 1, 2025** - PBIS Behavior Team analyzes data from the September infraction report.
- **October 1, 2025** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **October 1, 2025** – PBIS Coach presents data from walkthrough observations to the PBIS Behavior Team.
- **October 2, 2025** – Grade-level PBIS representatives present selected intervention strategy and data from September walkthroughs in Grade Level Meeting.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in November.

November:

- **November 5, 2025** - PBIS Behavior Team analyzes data from the October infraction report.
- **November 5, 2025** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **November 13, 2025** – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.

- PBIS Behavior Team will conduct classroom walkthroughs to update implementation of Tier I behavior management strategies. PBIS Coach will compile the data and the PBIS Behavior representatives will present the data to their grade level teams.
- PBIS Coach and/or administration will meet individually with teachers that have not demonstrated Tier I behavior management strategies.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in December.

December:

- **December 3, 2025** - PBIS Behavior Team analyzes data from the November infraction report.
- **December 3, 2025** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **December 3, 2025** – PBIS Coach presents data from walkthrough observations to the PBIS Behavior Team.
- **December 11, 2025** – Grade-level PBIS representatives present selected intervention strategy and data from November walkthroughs in Grade Level Meeting.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in January.

January:

- **January 7, 2026** - PBIS Behavior Team analyzes data from the December infraction report.
- **January 7, 2026** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **January 8, 2026** – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.
- **January 12, 2026** – PBIS Coach will present mid-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from infraction reports, walkthrough observations, PBIS Team discussions, and discipline reports.
- PBIS Behavior Team will conduct classroom walkthroughs to update implementation of Tier I behavior management strategies. PBIS Coach will compile the data, and the PBIS Behavior representatives will present the data to their grade level teams.

- Administration will meet with individually with teachers that have not demonstrated Tier I behavior management strategies.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in February.

February:

- **February 4, 2026** - PBIS Behavior Team analyzes data from the January infraction report.
- **February 4, 2026** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **February 4, 2026** – PBIS Coach presents data from walkthrough observations to the PBIS Behavior Team.
- **February 5, 2026** – Grade-level PBIS representatives present selected intervention strategy and data from January walkthroughs in Grade Level Meeting.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the previous month. This information will be discussed at the PBIS Behavior Team meeting in March.

March:

- **March 4, 2026** - PBIS Behavior Team analyzes data from the February infraction report.
- **March 4, 2026** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.
- **March 12, 2026** – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.
- PBIS Data Analyst will run a report on infractions with the indicated intervention strategies used by teachers for the month. This information will be discussed at the PBIS Behavior Team meeting in April.

April:

- **April 20, 2026** - PBIS Behavior Team analyzes data from the March infraction report.
- **April 20, 2026** - The PBIS Behavior Team will review the current use of intervention strategies and select one that is underutilized to offer as an additional support tool for staff. This strategy will be shared by the PBIS Behavior Specialist and further discussed during monthly grade-level meetings by the PBIS representatives.

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- **April 20, 2026** - The PBIS Team will review all intervention strategies and their impact on mitigating disruptive and rough/boisterous behavior.

May:

- **May 7, 2026** – Grade-level PBIS representatives present selected intervention strategy from April in Grade Level Meeting.
- **May 11, 2026** – PBIS Coach will present the end-of-the-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, walkthrough observations, PBIS Behavior Team discussions, and discipline reports.

Artifacts:

- Classroom walkthrough data
- Infraction Reports (PBIS Rewards app)
- PBIS Behavior Team Meeting agendas (September – March)
- April PBIS Team Meeting Agenda
- Grade Level Meeting Agendas
- January Report to Guiding Coalition
- May Report to Guiding Coalition

Progress Monitoring:

- **September 4, 2025** – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.
- **October 1, 2025** – PBIS Coach presents data from walkthrough observations to the PBIS Behavior Team.
- **October 2, 2025** – Grade-level PBIS representatives present selected intervention strategy and data from September walkthroughs in Grade Level Meeting.
- **November 13, 2025** – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.
- **December 3, 2025** – PBIS Coach presents data from walkthrough observations to the PBIS Behavior Team.
- **December 11, 2025** – Grade-level PBIS representatives present selected intervention strategy and data from November walkthroughs in Grade Level Meeting.
- **January 8, 2026**– Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting.
- **January 12, 2026** – PBIS Coach will present mid-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, walkthrough observations, PBIS Team discussions, and discipline reports.

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	<ul style="list-style-type: none"> • January 29, 2026 – PBIS Coach will present a mid-year report on this action step at the January Faculty Meeting, to include quantitative and qualitative data from Infraction reports, walkthrough observations, PBIS Team discussions, and discipline reports. • February 4, 2026 – PBIS Coach presents data from walkthrough observations to the PBIS Behavior Team. • February 9, 2026 – Grade-level PBIS representatives present selected intervention strategy and data from January walkthroughs in Grade Level Meeting. • March 12, 2026 – Grade-level PBIS representatives present selected intervention strategy in Grade Level Meeting. • April 2, 2026 – PBIS Coach will present an update on this action step to the staff at the Faculty Meeting, to include quantitative and qualitative data from Infraction reports, walkthrough observations, PBIS Team discussions, and discipline reports. • April 20, 2026 - The PBIS Team will review all intervention strategies and their impact on mitigating disruptive and rough/boisterous behavior and determine recommendations and next steps for the 2026-2027 school year. • May 7, 2026 – Grade-level PBIS representatives present selected intervention strategy at the Grade Level Meeting. • May 11, 2026 – PBIS Coach will present the year on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, walkthrough observations, PBIS Team discussions, and discipline reports.
<p>Students will decrease disruptive and rough/boisterous behaviors through self-regulation strategies.</p>	<p>Performance Target: The percentage of students with office referrals resulting in suspension for disruptive and rough/boisterous behavior will decrease 2% by April 2026.</p> <p>Implementation (<i>include person responsible</i>):</p> <p><u>August:</u></p> <ul style="list-style-type: none"> • August 4 – August 8, 2025 - CLIMB Behavior lessons will be provided to all students twice a day by all teachers. • August 15, 2025 – CLIMB Behavior lessons will be provided to all students in the morning by all teachers. • August 22, 2025 - CLIMB Behavior lessons will be provided to all students in the morning by all teachers. • August 29, 2025 - CLIMB Behavior lessons will be provided to all students in the morning by all teachers. <p><u>September:</u></p> <ul style="list-style-type: none"> • September 5, 2025 – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior Intervention (Behavior CLIMB) period.

- **September 5, 2025** - Students will complete a survey on regulation strategies during Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a Behavior CLIMB session focused on behavior reteaching and reinforcement.

October:

- **October 3, 2025** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **October 3, 2025** - Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a Behavior CLIMB session focused on behavior reteaching and reinforcement.

November:

- **November 7, 2025** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **November 7, 2025** – Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a Behavior CLIMB session focused on behavior reteaching and reinforcement.

December:

- **December 5, 2025** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **December 5, 2025** – Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a CLIMB session focused on behavior reteaching and reinforcement.

January:

- **January 9, 2026** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **January 9, 2026** – Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a CLIMB session focused on behavior reteaching and reinforcement.

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- **January 12, 2026** – PBIS Coach will present mid-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, PBIS Team discussions, and discipline reports.

February:

- **February 6, 2026** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **February 6, 2026** – Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a CLIMB session focused on behavior reteaching and reinforcement.

March:

- **March 6, 2026** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **March 6, 2026** – Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a CLIMB session focused on behavior reteaching and reinforcement.

April:

- **April 3, 2026** – Behavior lesson will be provided to all students and delivered by all teachers during the Behavior CLIMB period.
- **April 3, 2026** – Students will complete a survey on regulation strategies during the Behavior CLIMB period.
- Students who receive infractions for disruptive or rough/boisterous behavior in the PBIS Rewards App will participate in a CLIMB session focused on behavior reteaching and reinforcement.
- **April 20, 2026** – PBIS Coach will facilitate end-of-year reflection with PBIS Team to discuss and determine recommendations and next steps for the 2026-2027 school year.

May:

- **May 11, 2026** – PBIS Coach will present an end-of-the-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, PBIS Team discussions, and discipline reports.

Ongoing:

- Students who receive infractions in the PBIS Rewards App for three consecutive weeks will be placed on a higher level of intervention under the PBIS system. Their interventions will be tracked using the PBIS Rewards app.

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- Student self-regulation survey results are disseminated to staff monthly.
- Infraction reports from the PBIS Rewards app are disseminated to staff monthly.

Artifacts:

- Monthly behavior lessons
- Infraction reports (PBIS Rewards app)
- Student survey results
- Infraction reports
- Discipline reports
- April PBIS Meeting agenda
- January Report to Guiding Coalition
- May Report to Guiding Coalition

Progress Monitoring:

- **Monthly (August – April)** - Student self-regulation survey results disseminated to staff.
- **Monthly (August – April)** - Infraction reports from the PBIS Rewards app disseminated to staff.
- **January 12, 2026** – PBIS Coach will present a mid-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, PBIS Team discussions, and discipline reports.
- **April 20, 2026** – PBIS Coach will facilitate end-of-year reflection with PBIS Team to discuss and determine recommendations and next steps for the 2026-2027 school year.
- **May 11, 2026** – PBIS Coach will present an end-of-the-year report on this action step to Mustang Pulse, to include quantitative and qualitative data from Infraction reports, PBIS Team discussions, and discipline reports.

Final Notes

Principal Signature
Assistant Superintendent