

*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:
Mabry Middle School
Monitoring Date:
2024-2025 School Year

GOAL #1 Literacy	The percentage of students scoring at levels 3 and 4 on the writing task in idea development, organization, and coherence will increase from 28% to 33%, as measured by the 2024-2025 ELA Milestones.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Action Step 1: ELA, SS, Science, and Stem Lit teachers will implement a vertically aligned writing process (the I.C.E.E framework for constructed responses) that spans all grade levels within the school, as measured by weekly documented lesson plans.	7/25/24	Performance Target: Develop and implement a vertically aligned, schoolwide writing process (I.C.E.E. framework) across all grade levels within the school, emphasizing idea development, organization, and coherence, and the integration of writing assignments across all subject areas, promoting cross-disciplinary writing skills.
		Implementation (include person responsible): Teachers across the school will integrate writing assignments into their subject areas, with support provided through collaboration among ELA teachers, participation in professional development sessions, and joint efforts to create and document the writing process. <ul style="list-style-type: none"> • Alexis Underwood (Subject Area Coordinator) – creation of common documents for school usage • ELA Subject Area – create training to provide to staff to use in cross-curricular writing opportunities • Leigh Mickalonis/Jane Rosser (Science/SS Subject Area Coordinators) – Support ELA training and reminding during monthly meetings to support the SSP Literacy Goal. • Subject Area Teachers (SS, Science, Stem Lit.)- Provide writing opportunities within their classes.
		Artifacts: Artifacts include samples of writing assignments from various subject areas, documentation of professional development workshops attended by teachers, records of writing assignment incorporation in lesson plans, documented meeting minutes from collaborative sessions, drafts of the vertically aligned writing process, and records of professional development attendance.

		<p>Progress Monitoring: Progress will be monitored by assessing the completion and quality of the vertically aligned writing process documentation utilizing timed writing using common rubrics, evaluating the frequency and quality of writing assignments integrated into different subject areas, writing program usage, as well as through observations of its implementation in ELA classrooms, and gathering feedback from teachers and students regarding the effectiveness of cross-disciplinary writing initiatives.</p>
<p>Action Step 2: ELA teachers will implement a writing proficiency and grammar enhancement program (Noredink) twice per unit, as measured by monthly Noredink usage reports.</p>	8/1/24	<p>Performance Target: By May 2025, 100% of our ELA teachers will implement writing and grammar assignments at least twice per unit.</p>
	8/1/24	<p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Grade-level ELA CCC members will collaborate to design and implement grammar and writing assessments to be assigned using Noredink throughout the school year. • During the school year, ELA teachers will utilize Noredink to administer three locally-created writing assessments to monitor student progress. • Alexis Underwood (Subject Area Coordinator) - will facilitate the creation of the local common writing assessments by 6th, 7th, and 8th grade ELA teachers during subject area planning meetings. • All ELA Teachers – will administer writing assessments in their classes at three intervals per year (August, January, and May).
	8/1/24	<p>Artifacts: In addition to monthly Noredink usage reports, artifacts include documented lesson plans reflecting the use of Noredink, locally developed writing assessments with cold reading passages and a Georgia Standards of Excellence-adapted writing rubric, documentation of assessments in August, January, and May, and records of targeted instruction and support provided to students based on assessment results.</p>
	8/1/24	<p>Progress Monitoring: Progress monitoring will include a monthly review of Noredink usage reports, data analysis of timed writing assessments, targeted instruction using Charger Block for students scoring in Levels 1 and 2 based on the rubric, and analysis of student writing samples within CCCs.</p>

GOAL #2 Math	The percentage of students scoring at levels 3 and 4 in math content mastery will increase from 75% to 80% as measured by the 2024-2025 math EOG/EOC Milestones.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
All math teachers will implement targeted math interventions for students below proficiency levels during two weekly intervention blocks, as evidenced by documented walkthrough data.	8/1/24	Performance Target: All students below proficiency in math will receive targeted math interventions twice a week during our Charger Block intervention periods.
		Implementation (include person responsible): <ul style="list-style-type: none"> Grade-level math teachers will use the two weekly Charger Blocks to support students in foundational skills and current math material. Teacher input, Milestone scores, and MI/BEACON scores will be used to identify students for Charger Block interventions.
		Artifacts: Administrative walkthrough data, BEACON data, and CCC collaborative unit plans.
		Progress Monitoring: Progress will be monitored through administrative walkthrough data conducted during weekly intervention blocks, and review of student progress data on DRC BEACON implemented three times throughout the year.
Math teachers will increase math fluency proficiency for all students by integrating math fluency practice into weekly math instruction, as measured by locally developed math fluency assessments administered three times a year (August, January, and May).	8/1/24	Performance Target: Improve math fluency for all students by enhancing their ability to solve math problems quicker and more accurately.
		Implementation (include person responsible): Math teachers will reinforce basic skills in their daily math instruction by implementing targeted classroom lessons and weekly homework assignments via XtraMath and/or Deltamath.
		Artifacts: Artifacts will include documentation of math fluency activities (such as XtraMath, locally created practice, and DeltaMath) integrated into lesson plans and math fluency assessment data administered three times throughout the school year.

	<p>Progress Monitoring: Periodic assessments of math fluency, including timed drills and locally created fluency tests, will be administered to monitor student progress. Additionally, student performance on formative and summative assessments will provide insight into the effectiveness of the strategies and direct future instruction.</p>
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GOAL #3 School Selected	The percentage of students feeling recognized/rewarded for positive behavior will increase by 10% on locally developed student survey.
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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?
By the end of the 2024-2025 school year, all teachers and staff will implement a schoolwide PBIS program to increase positive behavior recognition among students.	8/1/24	Performance Target: Effectively utilize PBIS (Positive Behavioral Interventions and Supports) to teach, model, and improve behavior management in the school building. This involves fostering a positive school climate, reducing disciplinary incidents, and promoting a culture of respect and responsibility among students.
		Implementation (include person responsible): Implement by incorporating PBIS principles into daily practices and routines within the school. This may include providing PBIS training for staff members, establishing clear behavior expectations for students, implementing consistent reinforcement strategies, and utilizing data to inform decision-making regarding behavior management practices.
		Artifacts: Documentation will include records of PBIS training sessions conducted for staff members, outlines of behavior expectations and school-wide PBIS strategies, examples of PBIS reinforcement systems or initiatives implemented within the school, and data reports tracking disciplinary incidents before and after the implementation of PBIS strategies
		Progress Monitoring: Evidence used to monitor progress will involve analyzing disciplinary incident data to track trends and changes over time, gathering surveys or feedback from staff, students, and parents regarding perceptions of school climate and behavior management practices, conducting observations or walkthroughs by administrators to assess PBIS implementation, reviewing artifacts demonstrating PBIS implementation, and comparing current behavior management practices with established benchmarks or goals to measure progress towards desired outcomes
By the end of the 2024-2025 school year, all teachers and staff will implement the PBIS Rewards system schoolwide to increase positive behavior recognition among students.	8/1/24	Performance Target: Schoolwide implementation of the PBIS Rewards system to reinforce positive behavior and increase positive recognition among students.
		Implementation (include person responsible): PBIS District support staff and the local PBIS Leadership Team will introduce the PBIS Rewards platform within the school, providing training sessions for staff on utilizing the system for effectively acknowledging and rewarding positive behaviors. All teachers and staff will utilize this PBIS Rewards system throughout the school year to reinforce positive behavior and recognize students.

	Artifacts: Training materials, attendance records for staff training sessions, documentation of the setup and launch of PBIS Rewards platform in each school.
	Progress Monitoring: Monitor the frequency and consistency of positive behavior acknowledgments recorded through the PBIS Rewards platform, track the number of staff members actively using the system, and gather feedback from students regarding their perception of the recognition process.

Final Notes**Principal Signature****Assistant Superintendent**