

*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:

2025-2026 School Year

GOAL #1
Literacy

The percentage of students scoring at levels 3 and 4 in ELA content mastery will increase from 62% to 67% as measured by the 2025-2026 ELA Milestones.

Action Step(s)
Start Date

What is the desired outcome of the action step?
How will the action step be implemented?
What artifacts will be used to show implementation?
What evidence will be used to progress monitor the outcome?

Action Step 1: Teachers will support student literacy achievement through a multi-tiered advisement structure. This includes daily advisement sessions focused on individual academic goal-setting and progress monitoring, biweekly intervention blocks for students identified as below proficiency in literacy skills, and bimonthly extended advisement sessions to allow for deeper goal reflection and additional targeted interventions. These supports will supplement Tier 1 instruction, ensuring that literacy instruction remains data-driven, standards-aligned, and responsive to student needs.

8/1/2025

Performance Target:

Implement a multi-tiered advisement structure that includes a daily advisement period to support literacy achievement through individualized goal-setting and daily progress monitoring, biweekly targeted intervention blocks for students below proficiency, and bimonthly extended advisement sessions dedicated to in-depth goal reflection and additional targeted interventions. This advisement model will be aligned with the Georgia Standards of Excellence and will complement core literacy instruction by promoting student ownership of learning, data-driven reflection, and academic accountability. Progress toward grade-level literacy mastery will be supported through ongoing formative assessments and student goal-tracking tools.

Implementation (include person responsible):

- All Grade-Level Teachers- Conduct daily advisement to guide students in setting literacy goals and monitoring progress. Facilitate bimonthly extended advisement sessions for in-depth goal reflection, personalized feedback, and additional interventions. Document advisement activities and student data, in weekly lesson plans and advisement plans.
- ELA & Reading Teachers- Implement biweekly intervention blocks to provide targeted support to students performing below proficiency, based on formative assessment and progress-monitoring data. Document all plans, including instructional strategies, advisement activities, and student data, in weekly lesson and advisement plans.
- Alexis Underwood (ELA Coordinator) & Jennifer Miller (Reading Coordinator) – Deliver ongoing professional learning on goal-setting strategies, literacy interventions, and progress monitoring—model best practices for leading advisement and intervention sessions. Collaborate with

		<p>teachers to plan bimonthly extended advisement sessions that integrate goal review and targeted instruction. Lead monthly CCCs focused on analyzing student data, strengthening standards alignment, and supporting literacy growth.</p> <ul style="list-style-type: none"> • RTI/MTSS Team –Assist in identifying students below proficiency through analysis of screening and classroom data. Support the planning, implementation, and monitoring of biweekly intervention blocks and bimonthly extended advisement sessions. Ensure interventions align with Tier 1 expectations and inform appropriate Tier 2 support when necessary. • School Leadership Team –Conduct ongoing walk-throughs and observations during advisement, ELA blocks, and intervention sessions to monitor implementation. Review lesson and advisement plans, student goal-setting logs, and intervention documentation to ensure consistent, high-quality implementation aligned to instructional goals and literacy standards. <p>Artifacts: The artifacts will include weekly teacher lesson and advisement plans that demonstrate alignment with grade-level standards and integration of the multi-tiered advisement structure, including daily goal-setting and progress monitoring, biweekly targeted intervention blocks for students below proficiency, and bimonthly extended advisement sessions for goal reflection and additional interventions. Documentation will also include agendas and meeting minutes from CCCs where teachers collaborate on advisement planning, intervention strategies, and data analysis. Samples of standards-aligned assessments and student work will be collected to demonstrate how advisement support is integrated with core literacy instruction. Additionally, informal observation notes and walk-through forms completed by administrators will provide insight into the fidelity of advisement implementation and instructional practices across tiers.</p> <p>Progress Monitoring: Progress toward full implementation of the multi-tiered advisement program will be monitored through monthly reviews of lesson plans and advisement plans, as well as CTLS Learn audits, to verify consistent use of Tier 1 resources and alignment with the Georgia Standards of Excellence. School leaders will conduct quarterly classroom and advisement walk-throughs to gather data on the fidelity of daily goal-setting, biweekly intervention blocks, and bimonthly extended advisement sessions, as well as the level of student engagement with grade-level content. During CCC meetings, teachers will engage in data cycles, using formative assessments and benchmark data to analyze student performance, monitor progress toward literacy goals, and adjust instruction and interventions accordingly. Teachers will complete quarterly self-reflection checklists to evaluate their implementation of the multi-tiered advisement model, use of Tier 1 materials, and adherence to instructional best practices. DRC ELA BEACON assessments will serve as key indicators of student growth, enabling the school to measure the impact of the multi-tiered advisement program on literacy skills mastery over time.</p>
Action Step 2: ELA and Reading teachers will implement at least two common formative assessments and one common summative assessment per unit, using the new District	8/1/2025	<p>Performance Target: Develop and implement consistent, standards-based common formative and summative assessments within each unit across all ELA and Reading classrooms using District Tier 1 resources. These assessments will be used to monitor student understanding, inform instructional decisions, and identify opportunities for targeted acceleration and enrichment to improve overall content mastery in ELA and Reading.</p>

<p>Tier 1 resources, to measure progress toward the literacy growth goal.</p>	<div data-bbox="751 154 2005 516"> <p>Implementation <i>(include person responsible)</i>:</p> <ul style="list-style-type: none"> • ELA & Reading Teachers – Collaborate during weekly CCCs to design and implement at least two common formative assessments and one common summative assessment per unit using approved Tier 1 resources (e.g., myPerspectives, NoRedInk, CommonLit 360). • Alexis Underwood (ELA Coordinator) & Jennifer Miller (Reading Coordinator) – Facilitate CCCs focused on assessment design, learning target alignment, success criteria, and data analysis; monitor consistency and provide exemplar models for formative and summative assessments. • School Leadership Team – Monitor implementation through lesson and unit plan reviews, assessment plans, and walk-throughs; provide feedback on assessment alignment and use of data to inform instruction. </div> <div data-bbox="751 516 2005 771"> <p>Artifacts:</p> <p>Artifacts will include copies of common formative and summative assessments used in each unit, along with corresponding answer keys and rubrics that reflect alignment to the Georgia Standards of Excellence. Cover sheets outlining unit learning targets and assessment expectations will be attached to summative assessments to promote transparency and student accountability. CCC meeting agendas and minutes will document the collaborative development and refinement of these assessments. Additionally, student work samples and data tracking tools will be collected to provide evidence of instructional impact and student mastery over time.</p> </div> <div data-bbox="751 771 2005 1089"> <p>Progress Monitoring:</p> <p>Progress will be monitored through the review of assessment implementation logs and analysis of student performance data from common formative and summative assessments. Instructional coaches and the ELA coordinator will lead quarterly data reviews during CCCs to evaluate assessment effectiveness and identify trends in student achievement. Lesson plan and CTLS Learn checks will ensure assessments are scheduled and embedded within instructional units. Walk-throughs, classroom observations, and unit plans will be used to verify that assessment results are being used to adjust instruction. The analysis of BEACON, CCSD Unit Assessments, and other progress monitoring tools will be triangulated with classroom data to inform acceleration and intervention strategies during Charger Block and core instructional time.</p> </div>
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GOAL #2 Math	The percentage of students scoring at levels 3 and 4 in math content mastery will increase from 72% to 75% as measured by the 2025-2026 Math 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: Teachers will support student math achievement through a multi-tiered advisement structure. This includes daily advisement sessions focused on individual academic goal-setting and progress monitoring, biweekly intervention blocks for students identified as below proficiency in math skills, and bimonthly extended advisement sessions to allow for deeper goal reflection and additional targeted interventions. These supports will supplement Tier 1 instruction, ensuring that math instruction remains data-driven, standards-aligned, and responsive to student needs.	8/1/25	<p>Performance Target: Implement a multi-tiered advisement structure that includes a daily advisement period to support math achievement through individualized goal-setting and daily progress monitoring, biweekly targeted intervention blocks for students below proficiency, and bimonthly extended advisement sessions dedicated to in-depth goal reflection and additional targeted interventions. This advisement model will be aligned with the Georgia Standards of Excellence and will complement core math instruction by promoting student ownership of learning, data-driven reflection, and academic accountability. Progress toward grade-level math skill mastery will be supported through ongoing formative assessments and student goal-tracking tools.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • All Grade-Level Teachers- Conduct daily advisement to guide students in setting math goals and monitoring progress. Facilitate bimonthly extended advisement sessions for in-depth goal reflection, personalized feedback, and additional interventions. Document advisement activities and student data, in weekly lesson plans and advisement plans. • Math Teachers- Implement biweekly intervention blocks to provide targeted support to students performing below proficiency, based on formative assessment and progress-monitoring data. Document all plans, including instructional strategies, advisement activities, and student data, in the weekly lesson and advisement plans. • Krissie Albertson (Math Coordinator) –Deliver ongoing professional learning on goal-setting strategies, math interventions, and progress monitoring—model best practices for leading advisement and intervention sessions. Collaborate with teachers to plan bimonthly extended advisement sessions that integrate goal review and targeted instruction. Lead monthly CCCs focused on analyzing student data, strengthening standards alignment, and supporting math skill growth. • RTI/MTSS Team –Assist in identifying students below proficiency through analysis of screening and classroom data. Support the planning, implementation, and monitoring of biweekly intervention blocks and bimonthly extended advisement sessions. Ensure interventions align with Tier 1 expectations and inform appropriate Tier 2 support when necessary. • School Leadership Team –Conduct ongoing walk-throughs and observations during advisement, math blocks, and intervention sessions to monitor implementation. Review lesson and advisement plans,

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		<p>student goal-setting logs, and intervention documentation to ensure consistent, high-quality implementation aligned to instructional goals and math standards.</p> <p>Artifacts: The artifacts will include weekly teacher lesson and advisement plans that demonstrate alignment with grade-level standards and integration of the multi-tiered advisement structure, including daily goal-setting and progress monitoring, biweekly targeted intervention blocks for students below proficiency and bimonthly extended advisement sessions for goal reflection and additional interventions. Documentation will also include agendas and meeting minutes from CCCs where teachers collaborate on advisement planning, intervention strategies, and data analysis. Samples of standards-aligned assessments and student work will be collected to demonstrate how advisement support is integrated with core math instruction. Additionally, informal observation notes and walk-through forms completed by administrators will provide insight into the fidelity of advisement implementation and instructional practices across tiers.</p> <p>Progress Monitoring: Progress toward full implementation of the multi-tiered advisement program will be monitored through monthly reviews of lesson plans and advisement plans, as well as CTLs Learn audits, to verify consistent use of Tier 1 resources and alignment with the Georgia Standards of Excellence. School leaders will conduct quarterly classroom and advisement walk-throughs to gather data on the fidelity of daily goal-setting, biweekly intervention blocks, and bimonthly extended advisement sessions, as well as the level of student engagement with grade-level content. During CCC meetings, teachers will engage in data cycles, using formative assessments and benchmark data to analyze student performance, monitor progress toward math goals, and adjust instruction and interventions accordingly. Teachers will complete quarterly self-reflection checklists to evaluate their implementation of the multi-tiered advisement model, use of Tier 1 materials, and adherence to instructional best practices. DRC Math BEACON assessments will serve as a key indicator of student growth, enabling the school to measure the impact of the multi-tiered advisement program on math skill mastery over time.</p>
<p>Action Step 2: Math teachers will increase math fluency proficiency for all students by integrating math fluency practice into weekly math instruction, as measured by locally developed math fluency assessments administered on a quarterly basis.</p>	<p>8/1/25</p>	<p>Performance Target: Improve math fluency for all students by enhancing their ability to solve math problems more quickly and accurately.</p> <p>Implementation (include person responsible): Math teachers will reinforce basic skills in their daily math instruction by implementing targeted classroom lessons and weekly assignments via XtraMath and/or Deltamath.</p> <p>Artifacts: Artifacts will include documentation of math fluency activities (such as XtraMath, locally created practice, and DeltaMath) integrated into lesson plans, as well as math fluency assessment data administered four times (once per quarter) throughout the school year.</p> <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>

GOAL #3 School Selected	Mabry aims to reduce disruptive behavior infractions by 10%. This will be achieved by clearly defining what constitutes class disruptions, providing professional learning opportunities for staff on reteaching and modeling effective strategies, and rewarding students for exhibiting positive behaviors.
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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?
The PBIS Team will clearly define what constitutes class disruptions.	7/25/25	Performance Target: Teachers will administer class disruption infractions more consistently.
		Implementation (include person responsible): The PBIS Team will clearly define what constitutes a class disruption.
		Artifacts: The definition will be shared with the staff at a faculty meeting and described on the Mabry flowchart.
		Progress Monitoring: The PBIS Team will monitor class disruption infraction data on a monthly basis.
Provide teachers with professional learning on reteaching and modeling strategies.	7/25/25	Performance Target: Teachers will be instructed on addressing misbehavior through reteaching and modeling strategies.
		Implementation (include person responsible): The PBIS Team members will present strategies during grade-level meetings.
		Artifacts: PBIS and grade-level meeting notes will describe the Professional Learning (PL) offered.
		Progress Monitoring: Progress will be monitored through a monthly review of PBIS Rewards and infractions by the PBIS team.
Reward students for exhibiting positive behavior	08/04/25	Performance Target: Students will receive PBIS points for exhibiting positive behavior, which helps decrease class disruptive behavior.
		Implementation (include person responsible): Teachers will use the PBIS App to award students points for using appropriate classroom behavior
		Artifacts: Student Points are listed on the PBIS App.
		Progress Monitoring: Progress monitoring will include a monthly data review from PBIS.

Final Notes
Principal Signature
Assistant Superintendent