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:

1/15/26

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

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 support 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.	**Artifacts:** • Weekly teacher lesson plans aligned to grade-level standards • Weekly teacher advisement plans demonstrating implementation of the multi-tiered advisement structure • Documentation of daily student goal setting and progress monitoring • Schedules and plans for biweekly targeted intervention blocks for students below proficiency • Plans and materials from bimonthly extended advisement sessions focused on goal reflection and additional interventions • CCC agendas documenting collaborative advisement planning, intervention strategies, and data analysis • CCC meeting minutes reflecting instructional decision-making and student support discussions • Samples of standards-aligned assessments connected to advisement goals • Samples of student work demonstrating integration of advisement supports within core literacy instruction • Informal administrator observation notes related to advisement and instructional practices • Administrator walk-through forms documenting fidelity of advisement implementation across tiers **Artifact Summary:** Artifacts demonstrate strong implementation of the multi-tiered advisement structure to support student learning. Weekly teacher lesson plans and advisement plans align with grade-level standards and intentionally integrate daily goal-setting, progress monitoring, and targeted interventions. Documentation of biweekly intervention blocks and bimonthly extended advisement sessions reflects structured support for students below proficiency and opportunities for deeper goal reflection. CCC agendas and meeting minutes illustrate collaborative planning, data-driven instructional	**Evidence:** • Progress monitoring data from advisement goal-setting tools indicate increased student ownership of academic goals, with the majority of students regularly setting, tracking, and revising goals during daily advisement. • Interim and standards-aligned assessment data show measurable growth in core literacy skills for students receiving Tier 1 advisement support, with additional gains observed among students participating in biweekly targeted intervention blocks. • Intervention progress data reflect improved performance for students below proficiency, including increased rates of skill mastery and reduced numbers of students requiring intensive support over the course of the semester. • CCC data review notes and meeting records document consistent use of formative and summative data to adjust advisement focus, intervention groupings, and instructional strategies. • Walk-through data and informal observation trends indicate increasing consistency and fidelity in implementation of the multi-tiered advisement model across grade levels, including regular use of goal-setting routines and progress monitoring practices. • Student work samples demonstrate more substantial alignment between advisement goals and grade-level literacy expectations, with evidence of improved task completion, accuracy, and engagement over time. **Evidence Summary:** Mid-year data indicate that the implementation of the SSP Action Step is positively impacting student

	decision-making, and consistent attention to student support strategies. Samples of standards-aligned assessments and student work provide concrete evidence that advisement practices are embedded in core literacy instruction. Finally, administrator observation notes and walk-through forms confirm implementation fidelity across classrooms and tiers, highlighting adherence to the advisement model and consistent instructional practices.	learning and instructional practices. Progress monitoring and assessment data indicate growth toward core literacy goals, particularly for students receiving targeted advisement and intervention. CCC documentation confirms that teachers are collaborating on data to refine advisement practices and respond to student needs. Observation and walk-through evidence further demonstrate improved fidelity of the multi-tiered advisement structure across classrooms. Collectively, these data points reflect meaningful progress toward SSP goals and support continued implementation and refinement during the second half of the year.
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 Tier 1 resources, to measure progress toward the literacy growth goal.	**Artifacts:** • Copies of common formative assessments implemented per unit in ELA and Reading • Copies of common summative assessments implemented per unit in ELA and Reading • Answer keys and scoring rubrics aligned to the Georgia Standards of Excellence • Summative assessment cover sheets outlining unit learning targets and assessment expectations • CCC agendas documenting collaborative assessment development and review • CCC meeting minutes reflecting refinement of assessments and analysis of student data • Student work samples representing a range of performance levels • Assessment data tracking tools (classroom, grade-level, and/or team-level) • Lesson plans and unit plans showing embedded common assessments • CTLS Learn checks verifying assessment scheduling and implementation **Artifact Summary:** Artifacts demonstrate consistent implementation of Action Step 2 across ELA and Reading classrooms. Teachers administer at least two common formative assessments and	**Evidence:** • Common formative assessment data show incremental student growth within units, particularly in targeted literacy skills aligned to unit standards • Summative assessment results indicate increased mastery of grade-level literacy standards across multiple units • Data tracking tools reflect improved performance trends for students receiving instructional adjustments based on formative assessment results • CCC data analysis notes document instructional changes made in response to assessment findings • Walk-throughs and classroom observations confirm that assessment data are being used to adjust pacing, grouping, and instructional strategies • BEACON, CCSD Unit Assessment, and classroom assessment data triangulation show alignment between classroom instruction and district expectations • Charger Block and core instructional adjustments based on assessment data

	one common summative assessment per unit, using District Tier 1 resources aligned with the Georgia Standards of Excellence. Assessment materials include clearly defined learning targets, aligned rubrics, and answer keys to ensure consistency and instructional clarity. CCC agendas and minutes reflect collaborative development, refinement, and review of assessments. At the same time, student work samples and data tracking tools provide evidence of assessment use to monitor progress and inform instruction over time.	demonstrate targeted acceleration and intervention for identified students **Evidence Summary:** Assessment data indicate that implementation of Action Step 2 is positively impacting student literacy growth. Results from common formative assessments show ongoing progress within units, while common summative assessments show increasing mastery of grade-level standards. Collaborative data reviews during CCCs confirm that teachers are using assessment results to refine instruction, adjust intervention strategies, and provide targeted support during core instruction and Charger Block. Triangulated data from BEACON, CCSD Unit Assessments, and classroom measures further validate growth trends and alignment to district expectations. Collectively, this evidence demonstrates measurable progress toward the SSP literacy growth goal and effective use of common assessments to inform instruction.

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.

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

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; and bimonthly extended advisement sessions to support 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.	**Artifacts:** • Weekly teacher lesson plans aligned to the Georgia Standards of Excellence for math • Weekly advisement plans demonstrating implementation of the multi-tiered advisement structure • Documentation of student math goal setting and progress monitoring • Schedules and instructional plans for biweekly math intervention blocks for students below proficiency • Plans and materials from bimonthly extended advisement sessions focused on math goal reflection and targeted interventions • CCC agendas documenting collaborative advisement planning, math intervention strategies, and data analysis • CCC meeting minutes reflecting data-driven instructional decisions and student support planning • Samples of standards-aligned math assessments connected to advisement goals • Samples of student work demonstrating integration of advisement supports with core math instruction • Informal administrator observation notes related to math advisement and instruction • Administrator walk-through forms documenting fidelity of advisement implementation across tiers • CTLS Learn audits verifying alignment to Tier 1 math resources and instructional expectations **Artifact Summary:** Artifacts indicate consistent implementation of the multi-tiered advisement structure to support math achievement. Weekly lesson and advisement plans demonstrate alignment with grade-level standards and the intentional integration of daily math goal setting, progress monitoring, biweekly targeted intervention blocks, and bimonthly extended advisement sessions. CCC documentation reflects collaborative planning around math instruction, intervention	**Evidence:** • Progress monitoring data from daily advisement goal-setting tools show increased student awareness of math strengths and growth areas • Formative assessment data indicate improved mastery of targeted math standards for students participating in biweekly intervention blocks • Benchmark and classroom assessment trends demonstrate overall growth in grade-level math proficiency • DRC Math BEACON data show measurable gains in math skill mastery over time, particularly among students receiving targeted advisement and intervention supports • CCC data cycle documentation confirms that teachers are using math assessment data to adjust instruction, intervention groupings, and pacing • Walk-through and observation data reflect consistent implementation of daily goal-setting routines and targeted math interventions • Student work samples demonstrate improved accuracy, problem-solving strategies, and application of grade-level math concepts • Teacher self-reflection checklists indicate increased confidence and consistency in implementing the multi-tiered advisement model and Tier 1 math resources **Evidence Summary:** Evidence indicates that Math Action Step 1 has been successfully implemented and is positively impacting student math achievement. Progress monitoring, formative assessments, and benchmark data—

	strategies, and data analysis. Student work samples and standards-aligned assessments demonstrate that advisement supports are embedded in core math instruction. At the same time, administrator walk-throughs and observation notes provide evidence of increasing implementation fidelity across classrooms and tiers.	including DRC Math BEACON results—demonstrate growth in math mastery, particularly among students receiving targeted advisement and intervention. CCC data cycles and instructional planning documents show that teachers are using data to refine instruction and respond to student needs. Observation and walk-through evidence further confirm strong fidelity to the multi-tiered advisement structure, with consistent daily goal-setting and purposeful intervention practices. Collectively, these data points indicate meaningful progress toward the school's math achievement goals and support continued implementation of this action step.
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 quarterly.	**Artifacts:** • Lesson plans showing integration of weekly math fluency practice • Documentation of math fluency activities embedded in instruction (e.g., XtraMath, DeltaMath, locally created fluency practice) • Weekly math assignments focused on building speed and accuracy with foundational skills • Locally developed math fluency assessments administered quarterly • Mid-year math fluency assessment data reports • Timed drill records and fluency practice logs • Student performance data from formative and summative math assessments • Teacher-created materials and resources used to reinforce math fluency skills **Artifact Summary:** Artifacts demonstrate consistent implementation of Action Step 2 by intentionally integrating math fluency practice into weekly math instruction. Lesson plans and instructional materials consistently use fluency-building tools, including XtraMath, DeltaMath, and locally developed practice activities. Quarterly math fluency assessments, including mid-year data, provide measurable evidence of student	**Evidence:** • Mid-year math fluency assessment data show increased student accuracy and improved completion rates compared to baseline data • Quarterly fluency assessments reflect steady growth in student automaticity with foundational math skills • Timed drill results demonstrate reduced completion times while maintaining or improving accuracy • Formative assessment data indicate that improved fluency is positively impacting student performance during core math instruction • Summative assessment results show increased efficiency in problem-solving tasks that require fluency application • Student participation and completion data from XtraMath and DeltaMath show consistent engagement with weekly fluency practice • Teachers report instructional adjustments based on fluency data to target specific skill gaps and accelerate learning

	progress in solving math problems with increased speed and accuracy. Collectively, these artifacts illustrate a systematic approach to improving math fluency and ensuring alignment between instructional practice and assessment.	**Evidence Summary:** Mid-year math fluency assessment data indicate that Action Step 2 is improving students' math fluency. Students are demonstrating increased speed and accuracy in solving math problems, as evidenced by quarterly fluency assessments, timed drills, and locally developed measures. These gains are directly aligned to the consistent integration of math fluency practice within weekly instruction through tools such as XtraMath, DeltaMath, and targeted classroom lessons. Additionally, improvements in fluency are contributing to stronger performance on formative and summative assessments, supporting the overall math achievement goal and confirming meaningful progress toward the performance target.

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.

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

Action Step 1: The PBIS Team will clearly define what constitutes class disruptions.	**Artifacts:** • Written definition of class disruptions developed by the PBIS Team • Updated Mabry behavior/discipline flowchart reflecting the agreed-upon definition of class disruptions • Faculty meeting agenda documenting the introduction and explanation of the class disruption definition • Faculty meeting presentation slides or handouts outlining expectations for administering class disruption infractions • Staff communication (email or shared document), reinforcing the definition and procedures • PBIS Team meeting notes documenting development and finalization of the definition **Artifact Summary:** Artifacts indicate that the PBIS Team has clearly defined what constitutes a class disruption and communicated expectations to staff. The definition is documented in writing, embedded within the Mabry discipline flowchart, and shared during a faculty meeting to ensure clarity and consistency. Supporting materials, including meeting agendas and communication artifacts, demonstrate that staff received clear guidance on how and when to administer class-disruption infractions.	**Evidence:** • Monthly class disruption infraction data show increased consistency in how infractions are recorded across classrooms • Reduction in variability of infractions by teacher, indicating improved shared understanding of expectations • PBIS Team data reviews reflect alignment in staff application of the class disruption definition • Staff questions and follow-up discussions decrease over time, indicating improved clarity • Comparison of pre- and post-implementation data shows more accurate and consistent reporting of class disruptions **Evidence Summary:** Evidence indicates that Action Step 1 has been successfully implemented and is improving consistency in the administration of class disruption infractions. The precise definition developed by the PBIS Team and communicated to staff has led to a more consistent application of expectations across classrooms. Monthly PBIS data reviews demonstrate reduced variability and increased alignment in how class disruptions are documented. This foundational step supports the broader goal of reducing disruptive behavior infractions by establishing clarity, consistency, and shared understanding among staff.

Action Step 2: Provide teachers with professional learning on reteaching and modeling strategies.	**Artifacts:** • PBIS Team meeting agendas outlining professional learning on reteaching and modeling strategies • Grade-level meeting agendas documenting delivery of PBIS professional learning • PBIS and grade-level meeting notes describing reteaching and modeling strategies presented • Professional learning materials (slides, handouts, or guidance documents) shared with teachers • Staff communication reinforcing expectations for reteaching and modeling student behaviors **Artifact Summary:** Artifacts indicate that the PBIS Team has provided targeted professional learning to teachers on addressing misbehavior through reteaching and modeling strategies. This professional learning was delivered during grade-level meetings and documented through agendas and meeting notes. Supporting materials demonstrate a focus on proactive behavior supports and consistent instructional responses to misbehavior aligned with PBIS practices.	**Evidence:** • PBIS Rewards data reflect increased use of positive behavior reinforcement following professional learning • Monthly infraction data show a shift toward reteaching and modeling responses prior to issuing infractions • PBIS Team reviews indicate improved consistency in teacher responses to misbehavior across grade levels • Decreases in repeat infractions for minor behaviors suggest effective use of reteaching strategies • Teacher discussions during grade-level meetings reflect increased understanding and application of strategies **Evidence Summary:** Evidence indicates that Action Step 2 has been effectively implemented and is influencing teacher responses to student misbehavior. Professional learning provided by the PBIS Team has increased teachers' capacity to address behavior through re-teaching and modeling. Monthly reviews of PBIS Rewards and infraction data show increased reinforcement of positive behaviors and fewer repeated minor infractions, demonstrating that teachers are applying strategies as intended. This action step supports the overall goal of reducing disruptive behavior infractions by promoting proactive and instructional behavior management practices.

Action Step 3: Reward students for exhibiting positive behavior	**Artifacts:** • PBIS App student point records documenting positive behavior recognition • PBIS App usage reports showing teacher participation in awarding points • PBIS Team data review summaries referencing student point distribution • Staff communication and reminders regarding PBIS point expectations • PBIS guidelines outlining behaviors eligible for positive recognition **Artifact Summary:** Artifacts indicate consistent implementation of Action Step 3, using the PBIS App to reward students for positive classroom behavior—student point records in the PBIS App document ongoing recognition for appropriate behaviors. Usage reports and PBIS documentation demonstrate that teachers are actively reinforcing positive behaviors aligned with school-wide expectations.	**Evidence:** • Monthly PBIS data reviews show increased distribution of student points for positive behavior • PBIS App data indicate consistent teacher participation in recognizing appropriate classroom behavior • Trends in infraction data show a decrease in class disruptive behavior following increased positive reinforcement • Increased student engagement with PBIS incentives reflects a positive response to recognition • Reduction in repeat behavior referrals correlates with increased PBIS point distribution **Evidence Summary:** Evidence indicates that Action Step 3 has been successfully implemented and is contributing to a reduction in disruptive behavior in the classroom. PBIS App data show that students consistently earn points for positive behaviors, reinforcing appropriate classroom conduct. Monthly PBIS data reviews show a correlation between increased positive reinforcement and decreased disruptive behavior infractions. This action step supports the overall SSP goal by promoting a positive school culture and encouraging students to demonstrate expected behaviors consistently.

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

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc…