

School Name: Pine Mountain Middle School
Date: May 15, 2026

GOAL #1 Literacy	The percentage of students scoring at the Prepared learning level in Grammar Conventions in English Language Arts/Reading will increase 3% from the Fall 2026 Beacon Assessment administration to the Spring 2027 Beacon Assessment administration.
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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?
Teachers in all subject areas will use 1-2 Claim-Evidence-Reasoning (CER) writing prompts weekly for brief constructed responses, with a focus on grade-level grammar conventions and mechanics. Implementation will be monitored through weekly lesson plan reviews, quarterly department chair audits, and student work samples. Student progress will be measured through Beacon Grammar Conventions data, common writing assessments, and Academic CLIMB progress monitoring records.		Performance Target: 100% of weekly lesson plans will include 1-2 CER writing prompts that support grade-level grammar conventions.
		Implementation (include person responsible): Pre-Planning 2026-2027: - The administrative team will present the schoolwide expectation that all teachers include 1 - 2 CER writing prompts supporting grade-level grammar conventions in their weekly lesson plans. - Department chairs will support teachers in developing CER writing prompts that are appropriate for each content area. - All teachers will post the CER Strategy poster in their classrooms for student reference. - The administrative team and department chairs will finalize the process for monitoring goal implementation and the collection of artifacts. August: - All students will be administered the Fall 2026 Beacon Assessment. - ELA and Reading teachers will begin explicit instruction on CER writing strategies. - Science, Social Studies, Math, and Connections teachers will begin incorporating CER writing prompts into weekly lesson plans.

- **August 2026** – ELA/Reading Department Chair or administrators will share raw Fall 2026 Beacon baseline data for Grammar Conventions with all teachers.

September:

- **September Leadership Meeting:** The ELA/Reading Department Chair will share an overview of Fall 2026 Beacon baseline data with the Guiding Coalition team, depicting percentages of students at each level in Grammar Conventions.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will receive targeted support during Academic CLIMB sessions.
- ELA and Reading teachers will continue explicit instruction on CER writing strategies.
- Science, Social Studies, Math, and Connections teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.

October:

- **October 1, 2026** – Department Chairs will review Quarter 1 lesson plans for inclusion of the CER strategy.
- All teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions.

November:

- All teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions.

December:

- All students will be administered the Winter 2026 Beacon Assessment.
- All teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- **December 14, 2026** – Department Chairs will review Quarter 2 lesson plans for inclusion of the CER strategy.

January:

- **January Leadership Meeting 2027** – Department Chairs will present a mid-year update on this action step at the leadership meeting, to include review of quantitative and qualitative data collected.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Winter 2026 Beacon Assessment will receive targeted support during Academic CLIMB sessions.

February:

- All teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Winter 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions.

March:

- **March 1, 2027** – Department Chairs will review Quarter 3 lesson plans for inclusion of the CER strategy.
- All students will be administered the Spring 2027 Beacon Assessment.
- All teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- Students scoring the Needs Improvement level in Grammar Conventions on the Spring 2027 Beacon Assessment will receive targeted support during Academic CLIMB sessions.

April:

- All teachers will continue to incorporate CER writing prompts into weekly lesson plans.
- Teachers will display student work products showing the CER strategy in classrooms and/or hallways.
- **April Leadership Meeting 2027** – Department Chairs will present an end-of-year update on this action step at the leadership meeting, to include review of quantitative and qualitative data collected.
- **April 30, 2027** – Department Chairs will review Quarter 4 lesson plans for inclusion of the CER strategy.

Artifacts:

- CER Strategy classroom posters
- CCC Agendas
- Weekly lesson plans inclusive of CER writing prompts
- Student work samples
- Student work reflections
- Academic CLIMB spreadsheets
- Mid-Year Reports to Leadership Team
- End of Year Reports to Leadership Team

Progress Monitoring:

- **August 2026** – ELA/Reading Department Chair or administrators will share raw Fall 2026 Beacon baseline data for Grammar Conventions with all teachers.
- **September Leadership Meeting 2026** - The ELA/Reading Department Chair will share an overview of Fall 2026 Beacon baseline data with the Guiding Coalition team, depicting percentages of students at each level in Grammar Conventions.

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	• January Leadership Team Meeting 2027 – Department Chairs will present a mid-year update on this action step at the leadership meeting, to include review of quantitative and qualitative data collected. • January School Meeting 2027 – The ELA Department Chair will present a mid-year update on this action step at the school staff meeting, to include a review of quantitative and qualitative data collected. • April Leadership Team Meeting 2027 - Department Chairs will present an end-of-the-year update on this action step at the leadership meeting, to include a review of quantitative and qualitative data collected.
All English Language Arts teachers will implement Savvas grammar and mechanics strategies at least weekly to support extended writing instruction. Implementation will be monitored through weekly lesson plan reviews, quarterly department chair audits, classroom observations, and student writing samples. Student progress will be measured using Savvas assessment data, Beacon Grammar Conventions results, common writing assessments, and Academic CLIMB progress-monitoring records.	Performance Target: 100% of weekly ELA lesson plans will include writing strategies and/or prompts related to extended writing using Savvas, with a focus on grade-level grammar conventions and mechanics. Implementation (include person responsible): <u>Pre-Planning 2026-2027:</u> • All ELA teachers will post a Savvas poster in their classrooms for student reference. • The administrative team and department chairs will finalize the process for monitoring goal implementation and the collection of artifacts. <u>August:</u> • All students will be administered for the Fall 2026 Beacon Assessment. • ELA teachers will begin explicit instruction on Savvas writing strategies. • August 2026 – ELA/Reading Department Chair or administrators will share raw Fall 2026 Beacon baseline data for Grammar Conventions with all teachers. <u>September:</u> • September Leadership Meeting: The ELA/Reading Department Chair will share an overview of Fall 2026 Beacon baseline data with the Guiding Coalition team, depicting percentages of students at each level in Grammar Conventions. • ELA teachers will continue explicit instruction on Savvas writing strategies. • Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will receive targeted support during Academic CLIMB sessions. <u>October:</u> • October 1, 2026 – Department Chairs will review Quarter 1 lesson plans for inclusion of the CER strategy. • All ELA teachers will continue to incorporate Savvas writing strategies into weekly lesson plans. • Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions. <u>November:</u> • All ELA teachers will continue to incorporate Savvas writing strategies into weekly lesson plans.

- Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions

December:

- All students will be administered the Winter 2026 Beacon Assessment.
- All ELA teachers will continue to incorporate Savvas writing strategies into weekly lesson plans.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Fall 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions.
- **December 14, 2026** – Department Chairs will review Quarter 2 lesson plans for inclusion of the CER strategy.

January:

- **January Leadership Meeting 2027** – Department Chairs will present a mid-year update on this action step at the leadership meeting, to include review of quantitative and qualitative data collected.
- All ELA teachers will continue to incorporate Savvas writing strategies into weekly lesson plans.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Winter 2026 Beacon Assessment will continue to receive targeted support during Academic CLIMB sessions.

February:

- All ELA teachers will continue to incorporate Savvas writing strategies into weekly lesson plans.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Winter 2026 Beacon Assessment will receive targeted support during Academic CLIMB sessions.

March:

- **March 1, 2027** – Department Chairs will review Quarter 2 lesson plans for inclusion of the CER strategy.
- All students will be administered the Spring 2027 Beacon Assessment.
- All ELA teachers will continue to incorporate Savvas writing strategies into weekly lesson plans.
- Students scoring at the Needs Improvement level in Grammar Conventions on the Spring 2027 Beacon Assessment will receive targeted support during Academic CLIMB sessions.

April:

- **April Leadership Meeting 2027** – Department Chairs will present an end-of-year update on this action step at the leadership meeting, to include review of quantitative and qualitative data collected.
- **April 30, 2027** – Department Chairs will review Quarter 2 lesson plans for inclusion of the CER strategy.

Artifacts:

- Savvas classroom posters
- CCC Agendas
- Weekly lesson plans inclusive of Savvas writing strategies

- Student work samples
- Student work reflections
- Academic CLIMB spreadsheets
- Mid-Year Report to Leadership Team
- End of Year Report to Leadership Team

Progress Monitoring:

- **August 2026** – ELA/Reading Department Chair or administrators will share raw Fall 2026 Beacon baseline data for Grammar Conventions with all teachers.
- **September Leadership Meeting 2026** - The ELA/Reading Department Chair will share an overview of Fall 2026 Beacon baseline data with the Guiding Coalition team, depicting percentages of students at each level in Grammar Conventions.
- **January Leadership Team Meeting 2027** – The ELA Department Chair will present a mid-year update on this action step at the leadership meeting, to include a review of quantitative and qualitative data collected.
- **January School Meeting 2027** – The ELA Department Chair will present a mid-year update on this action step at the school staff meeting, to include a review of quantitative and qualitative data collected.
- **April Leadership Team Meeting 2027** - The ELA Department Chair will present an end-of-the-year update on this action step at the leadership meeting, to include a review of quantitative and qualitative data collected.

GOAL #2 Math	The percentage of students scoring at the Prepared level in the Numerical Reasoning domain will increase by 3% from the Fall 2026 Beacon Assessment to the Winter 2026 Beacon 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?
All Pine Mountain Middle School teachers will embed at least two higher-order thinking questions per standard into daily instruction and weekly lesson plans to provide opportunities for students to reason, explain, and write justifications. Implementation will be monitored through lesson plan reviews, CCC agenda reviews, classroom walkthroughs, and department chair audits. Student progress will be measured through formative assessment results, student work samples, Numerical Reasoning benchmark data, and Winter Beacon assessment results.		Performance Target: 100% of weekly lesson plans across all content areas will include at least 2 higher-order thinking questions aligned with the current standard, as measured by administrative reviews and department chair audits. Implementation (include person responsible): Post-Planning 2025-2026: • May 21, 2026 - The Math Department Chair will review Spring 2026 Beacon and/or Georgia Milestones data to identify strengths and areas of need within the Numerical Reasoning domain. • May 21, 2026 - The Math Department Chair and math teachers will identify priority Numerical Reasoning standards that require increased opportunities for student reasoning, explanation, and problem-solving. • May 21, 2026 - Math teachers will review current unit plans and pacing guides to determine where higher-order thinking questions and reasoning tasks can be embedded. • May 21, 2026 - The Math Department Chair will begin developing a shared bank of higher-order thinking question stems aligned to Numerical Reasoning standards. • May 22, 2026 - The Math Department Chair will collaborate with the administrative team to align lesson plan reviews and classroom walkthrough procedures with the current goal of monitoring implementation during the 2026–2027 school year. Pre-Planning 2026-2027: • The administrative team will present the schoolwide expectation that all teachers include at least two higher-order thinking questions aligned to each standard in lesson plans. • Teachers will review examples of higher-order thinking questions that require students to explain, justify, analyze, evaluate, critique, model, and apply their understanding. • Department chairs will support teachers in developing higher-order thinking questions that are appropriate for each content area. • Math teachers will receive additional guidance on aligning reasoning questions to Numerical Reasoning standards and Beacon expectations.

- The administrative team and department chairs will finalize the process for collecting artifacts, including lesson plans, student work samples, CCC agendas, walkthrough notes, and formative assessment data.

August:

- **August 3, 2026** – All teachers will begin implementing at least two higher-order thinking questions per standard in lesson plans.
- **August 3–14, 2026** – Teachers will introduce classroom expectations for student reasoning, discussion, explanation, and written justification.
- **August 3–14, 2026** – Teachers will begin using higher-order thinking questions through instructional strategies such as turn-and-talks, written explanations, collaborative problem-solving, student discussion, constructed responses, and whiteboard work.
- **August 10–14, 2026** – Department chairs will review CCC agendas to confirm that dedicated time is being allocated to planning higher-order thinking questions and discussing student reasoning.
- **August 17, 2026** – During the Digital Learning Day, teachers will review early implementation evidence and adjust lesson plans as needed.
- **August 24–28, 2026** – Teachers will collect initial student work samples that show student explanation, analysis, justification, problem-solving, or evidence-based responses.

September:

- **September 2, 2026** – After the end of the first 4½ weeks, department chairs will review CCC agendas, lesson plan evidence, and early student work samples to identify implementation strengths and needs.
- **September Department Meeting 2026** – Department chairs will provide feedback to teachers or CCC teams based on lesson plan reviews.
- **September 11, 2026** – By the end of the first six weeks, teachers will have collected at least one student work artifact showing responses to higher-order thinking questions.
- **September 18, 2026** – Before Fall Break, department chairs will summarize early implementation evidence and identify next steps for October.
- **September School Meeting, 2026** – Review of expectations with teachers on implementing higher-order thinking questions.

October:

- **October 5–9, 2026** – Department chairs will conduct CCC agenda reviews to ensure continued focus on higher-order thinking questions, student reasoning, and content-specific implementation.
- **October 9, 2026** – At the end of the first quarter, teachers will review student work samples and formative assessment data to determine whether students are making improvements in explanation, justification, analysis, and problem-solving.
- **October 12, 2026** – During the Digital Learning Day, teachers will revise upcoming lesson plans based on first-quarter student work and assessment data.
- **October 26–30, 2026** – Teachers will submit Quarter 2 pacing guides or unit plans showing where higher-order thinking questions and reasoning tasks have been embedded.
- **October 30, 2026** – By the end of the second six weeks, 100% of teachers will have evidence of higher-

order thinking questions included in lesson plans.

- **October 30, 2026** – Department chairs will present an implementation update to the Guiding Coalition leadership team using lesson plan review data, CCC agenda evidence, student work samples, and teacher feedback.

November:

- **November 3, 2026** – During the Digital Learning Day, the administrative team and department chairs will review schoolwide implementation evidence from August through October.
- **November Department Meetings 2026** – Department chairs will share feedback with teachers or CCC teams based on lesson plan reviews, student work samples, and implementation data.
- **November 11, 2026** – After the end of the third 4½ weeks, math teachers and the Math Department Chair will review available Numerical Reasoning data to identify students needing additional support before the Winter Beacon Assessment.
- **November 20, 2026** – Before Thanksgiving Break, department chairs will summarize implementation progress and identify any final instructional adjustments needed for December.
- **November 30, 2026** – Teachers will resume implementation with revised reasoning questions and targeted supports based on November data.

December:

- **December 1, 2026** – During the Digital Learning Day, teachers will review current artifacts and make final instructional adjustments before the end of the semester.
- **December 2–11, 2026** – CCC teams will review current formative assessment data and identify students who need targeted support in reasoning and problem-solving.
- **December 7–11, 2026** – Math teachers will select students for targeted Numerical Reasoning support through Academic CLIMB for Quarter 3.
- **December 14–16, 2026** – Teachers will collect final first-semester artifacts, including lesson plans, student work samples, CCC notes, and formative assessment data.
- **December 17, 2026 (Early Release Day)** – Department chairs will review first-semester implementation evidence and prepare feedback for January.
- **December 18, 2026 (Early Release Day)** – Teachers will identify second-semester instructional adjustments based on first-semester evidence.

January:

- **January 5, 2027** – Teachers will resume implementation at the start of the second semester.
- **January 5–15, 2027** – Math Department Chair will review Winter Beacon data to determine whether the percentage of students scoring at the Prepared level in Numerical Reasoning increased by at least 3%.
- **January 11–15, 2027** – CCC teams will compare fall and winter student data to determine overall growth, subgroup growth, and areas that still require support.

- **January 19–22, 2027** – Math teachers will identify students who did not demonstrate expected growth and determine next steps for reteaching, intervention, or continued spiral review.
- **January Pulse Meeting 2027** – The Math Department Chair will present results and second-semester recommendations to the Guiding Coalition leadership team.

February:

- **February 3, 2027** – After the end of the 5th 4½ weeks, department chairs will review CCC agendas, lesson plan evidence, and student work samples to monitor continued implementation of higher-order thinking questions.
- **February 8–12, 2027** – Teachers will review student work samples and formative assessment data to determine whether students are continuing to improve in explanation, justification, analysis, and problem-solving.
- **February Department Meeting 2027** – Department chairs will share feedback from lesson plan reviews and classroom walkthroughs. Teachers will share successes and identify next steps for continued implementation.
- **February Department Meetings** – Before Winter Break, department chairs will summarize implementation evidence and identify any needed adjustments for March.
- **February 22–26, 2027** – Teachers will resume implementation and adjust upcoming lesson plans based on February data and department feedback.

March:

- **March 1, 2027** – During the Digital Learning Day, teachers will review student work samples, update lesson plans, and refine higher-order thinking questions for upcoming standards.
- **March 1–5, 2027** – Department chairs will review CCC agendas and instructional materials to ensure continued focus on higher-order thinking questions and student reasoning.
- **March 8–12, 2027** – Teachers will collect updated student work artifacts showing student explanation, justification, analysis, problem-solving, or evidence-based responses.
- **March 12, 2027** – At the end of the third quarter, teachers will review formative assessment data and student work samples to determine whether students are demonstrating growth in reasoning and problem-solving.
- **March Department Meeting 2027** – Department chairs will conduct check-ins with teachers to assess implementation fidelity, address needs, and identify supports for the remainder of the school year.
- **March 15–26, 2027** – Teachers will continue implementing higher-order thinking questions while making instructional adjustments based on third-quarter student data.
- **March 29–31, 2027** – Department chairs will summarize March implementation evidence and prepare updates for April progress monitoring.

April:

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- **April 12–16, 2027** – Teachers will resume implementation and continue collecting student work artifacts connected to higher-order thinking questions.
- **April Department Meeting 2027** – Teachers will review fourth-quarter implementation progress, share effective higher-order thinking questions, and reflect on the progress.
- **April 21, 2027** – After the end of the 7th 4½ weeks, department chairs will review CCC agendas, lesson plan evidence, and student work samples to monitor continued implementation.
- **April 22–30, 2027** – The Math Department Chair will review available math data, including Beacon, formative assessment, and intervention data, to determine the success of implementation.
- **April 30, 2027** – Department chairs will present an end-of-year progress update to the Guiding Coalition leadership team using lesson plan review data, CCC agenda evidence, student work samples, teacher feedback, and/or available assessment data.

Artifacts:

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

Progress Monitoring:

- **September 2, 2026** – Department chairs will review CCC agendas, lesson plan evidence, and early student work samples to identify initial implementation strengths and needs.
- **October 30, 2026** – Department chairs will present an implementation update to Guiding Coalition using lesson plan review data, CCC agenda evidence, student work samples, and teacher feedback.
- **November 11, 2026** – Math teachers and the Math Department Chair will review available Numerical Reasoning data to identify students needing additional support before the Winter Beacon Assessment.
- **December 17, 2026** – Department chairs will review first-semester implementation evidence, including lesson plans, CCC agendas, walkthrough feedback, and student work samples.
- **January 5–15, 2027** – Math teachers and the Math Department Chair will review Winter Beacon data to determine whether the percentage of students scoring proficient in Numerical Reasoning increased by at least 3%.
- **January 29, 2027** – The Math Department Chair will present mid-year results and second-semester recommendations to Guiding Coalition using Beacon data, lesson plan evidence, CCC notes, student work samples, and teacher feedback.
- **March 12, 2027** – Teachers and department chairs will review third-quarter formative assessment data and student work samples to determine whether students are continuing to demonstrate growth in

		reasoning and problem-solving. • April 30, 2027 – Department chairs will present an end-of-year progress update to Guiding Coalition using lesson plan review data, CCC agenda evidence, student work samples, teacher feedback, and available assessment data.
6th, 7th, and 8th grade math teachers will provide priority standard intervention support to students not mastering numerical reasoning standards on unit assessments, as measured by student performance data and tracking logs reviewed bi-weekly by the math administrator.	Performance Target: Ninety percent or more of students at the Needs Support Beacon level in the Numerical Reasoning domain will attend weekly academic intervention (Academic CLIMB) sessions every other quarter.	Implementation (include person responsible): Pre-Planning 2026-2027: • July 31, 2026 – 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. August: • August Department Meeting 2026 – Math Department Chair or administrators will share raw Fall Beacon baseline data with Math teachers. • August 25, 2026 – 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 28, 2026 – Quarterly Academic CLIMB spreadsheet update will be completed by grade-level Academic CLIMB leads. September: • Weekly Academic CLIMB sessions will begin for identified students. • Grade-level Academic CLIMB leads will ensure documentation of participation and note any new students referred through teacher input or updated Beacon data. • September Leadership Meeting 2026 – Math Department Chair will share with Guiding Coalition 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 Math Department Meeting 2026 – 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: • Weekly Academic CLIMB sessions will continue for students currently identified in the Needs Support category. Identified students who did not attend math Academic CLIMB during Q1 will be assigned to attend during Q2. • Teachers and counselors will provide progress updates to support individualized intervention during

sessions.

- **October 5, 2026** – Academic CLIMB non-attendees from Quarter 1 are tagged for follow-up interventions.
- At the end of Quarter 1, the Academic CLIMB spreadsheet will be updated to reflect Quarter 2 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 Math Department Meeting 2026** – Teachers will provide mid-year feedback on student progress for incorporation into mid-year reviews at the Math Department Meeting.

December:

- Final Academic CLIMB sessions of the semester will be held.
- **December 8, 2026** – Non-participants from Q2 Academic CLIMB will be flagged.
- **December 18, 2026** – Quarterly Academic CLIMB spreadsheet will be updated for Q3.

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.
- Weekly Academic CLIMB sessions will resume after winter break, with students identified at the Needs Support level on the Winter Beacon administration.
- **January Leadership Meeting 2027** – Math Department Chair will present a mid-year report on this action step to Guiding Coalition, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores.
- **January Math Department Meeting 2027** - 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.

February:

- Weekly Academic CLIMB sessions will continue with emphasis on sub-standards.
- Intervention planning for January Academic CLIMB non-participants will take place.
- Academic CLIMB spreadsheet will be updated for Q4.

March:

- Academic CLIMB sessions continue; specific strategies for Milestones preparation and content support are emphasized. Identified students who did not attend math Academic CLIMB during Q3 will be assigned to attend during Q4.
- Spring Beacon data will be analyzed with regard to the Numerical Reasoning Domain by the Math

Department Chair.

April:

- Weekly Academic CLIMB sessions conclude.
- **April Leadership Meeting 2027** – Math Department Chair will present an end-of-the-year report on this action step to Guiding Coalition, 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 Math Department Meeting 2027** – The Math Department Chair will conduct an end-of-year reflection with the Math Department on 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 Leadership Team
- April Report to Leadership Team

Progress Monitoring:

- **August 2026** – Math Department Chair or administrators will share raw Fall Beacon baseline data with Math teachers.
- **September Leadership Meeting 2026** – Math Department Chair will share with Guiding Coalition 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 Math Department Meeting 2026** – 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.
- **January Leadership Meeting 2027** – Math Department Chair will present a mid-year report on this action step to Guiding Coalition, to include quantitative and qualitative data from department meeting discussions, Academic CLIMB participation rates, and Beacon scores.
- **January Math Department Meeting 2027** - 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 Leadership Meeting 2027** – Math Department Chair will present an end-of-the-year report on this action step to Guiding Coalition, 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 Math Department Meeting 2027** – 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	Pine Mountain Middle School will increase the percentage of students demonstrating appropriate self-regulation by reducing repeat behavioral infractions by 10% from April 2026 to April 2027, as measured by PBIS Rewards app data.
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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 provide explicit instruction and reinforcement of self-regulation behaviors through PBIS Tier I behavior management strategies, as monitored through the PBIS Rewards app.		Performance Target: Increase the percentage of students identified in the Green/Yellow Zone by 5% from August 2026 to April 2027. Implementation (include person responsible): Post-Planning 2025–2026: • PBIS Team finalizes integration of PBIS, Zones of Regulation, and Expect Respect into one unified framework (CLIMB) for students and staff. • PBIS Team finalizes 2026-2027 beginning-of-the-year CLIMB lessons explicitly tied to identifying zones, selecting strategies for self-regulation, and demonstrating expected behaviors. • PBIS Team prepares classroom, hallway, and teacher resource materials for the beginning-of-the-year implementation. Pre-Planning 2026–2027: • Staff trained on explicit instruction of self-regulation strategies, connecting student behaviors to CLIMB/Zones language, and reinforcing behaviors tied to “0-1 referral” expectations. • PBIS Team develops a student self-regulation survey that will be used to assess students’ identification of their zones and implementation of self-regulation strategies. • Teachers will post CLIMB materials in classrooms that communicate behavioral expectations, anti-bullying strategies, and behavioral intervention steps. August: • Teachers will facilitate the beginning of the year (Mustang Ascent) lessons in their classrooms as assigned by content area and sign off on the beginning of the year checklist. • Teachers will administer the baseline self-regulation survey to all students. • Teachers will facilitate weekly Behavior CLIMB mini lessons.

- Teachers will integrate CLIMB expectations into their classroom environment and reinforce positive student behavior daily using the PBIS Rewards app.
- Teachers will reinforce student identification of their zones by providing dedicated class time for zone check-ins on the PBIS Rewards app.
- Teachers will monitor student zones check-ins and offer support and/or strategies for students in the blue or red zones.

September:

- **September PBIS Behavior Team Meeting** – The PBIS Coach reviews baseline data from the student self-regulation survey.
- **September PBIS Incentives Team Meeting** - The PBIS Coach reviews baseline data from the student self-regulation survey.
- **September School Meeting** - PBIS Coach presents baseline data from the student self-regulation survey.
- Teachers will facilitate a lesson on the CLIMB framework, focusing on identifying zones.
- Teachers will facilitate the Behavior CLIMB lesson #1 on self-awareness.
- The PBIS Team will conduct classroom walkthroughs to monitor fidelity of instruction and use of zones.
- Teachers will continue to integrate CLIMB expectations into their classroom environment and reinforce positive student behavior daily using the PBIS Rewards app.
- Teachers will continue to reinforce student identification of their zones by providing dedicated class time for zones check-ins on the PBIS Rewards app.
- Teachers will continue to monitor student zones check-ins and offer support and/or strategies for students in the blue or red zones.

October:

- Teachers will facilitate a lesson on the CLIMB framework, focusing on matching self-regulation strategies to zones.
- The PBIS Team will conduct classroom walkthroughs to monitor fidelity of instruction and use of zones.
- Teachers will continue to integrate CLIMB expectations into their classroom environment and reinforce positive student behavior daily using the PBIS Rewards app.
- Teachers will continue to reinforce student identification of their zones by providing dedicated class time for zones check-ins on the PBIS Rewards app.
- Teachers will continue to monitor student zones check-ins and offer support and/or strategies for students in the blue or red zones.

November–December:

- Teachers will facilitate behavior lessons that reteach routines and reinforce the application of self-regulation strategies with students through lessons modeling movement between zones.
- The PBIS Team will review PBIS Reward app data to determine the percentage of students in the green and yellow zones.
- Teachers will continue to integrate CLIMB expectations into their classroom environment and reinforce positive student behavior daily using the PBIS Rewards app.

- Teachers will continue to reinforce student identification of their zones by providing dedicated class time for zones check-ins on the PBIS Rewards app.
- Teachers will continue to monitor student zones check-ins and offer support and/or strategies for students in the blue or red zones.

January:

- Teachers will administer the mid-year self-regulation survey to all students.
- The PBIS Team will analyze survey data to determine mid-year growth in the percentage of students identified in the green or yellow zones.
- Teachers will continue to integrate CLIMB expectations into their classroom environment and reinforce positive student behavior daily using the PBIS Rewards app.
- Teachers will continue to reinforce student identification of their zones by providing dedicated class time for zones check-ins on the PBIS Rewards app.
- Teachers will continue to monitor student zones check-ins and offer support and/or strategies for students in the blue or red zones.

February–March:

- **February PBIS Behavior Team Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey. The team discusses strengths and weaknesses and possible interventions or adjustments to promote improvement or maintain successes as indicated by the data.
- **February PBIS Incentives Team Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey. The team discusses strengths and weaknesses and possible interventions or adjustments to promote improvement or maintain successes as indicated by the data.
- **February Leadership Team Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey to the Guiding Coalition team and discusses recommendations from the PBIS Team for continued success or targeted improvement, as indicated by the data.
- **February School Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey to the entire staff and discusses recommendations from the PBIS Team for continued success or targeted improvement, as indicated by the data.
- Teachers will facilitate behavior lessons that focus on the independent use of self-regulation strategies.
- Teachers will reinforce the use of self-regulation strategies during high-stress periods, such as testing preparation.
- The PBIS Team will conduct classroom walkthroughs to monitor fidelity of instruction and use of zones.
- Teachers will continue to integrate CLIMB expectations into their classroom environment and reinforce positive student behavior daily using the PBIS Rewards app.
- Teachers will continue to reinforce student identification of their zones by providing dedicated class time for zones check-ins on the PBIS Rewards app.
- Teachers will continue to monitor student zones check-ins and offer support and/or strategies for students in the blue or red zones.

April:

- Teachers will administer the end-of-year self-regulation survey to all students.

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- The PBIS Team will analyze survey data to determine the percentage of change for students identified in the green or yellow zones.

May:

- **May Leadership Team Meeting** - The PBIS Coach will present findings from the end-of-the-year student self-regulation survey to the Guiding Coalition team in their End of the Year Report.

Artifacts:

- Mustang Ascent Lesson Sign-off (BOY checklist)
- Student survey results
- CLIMB Behavior lesson plans
- Walkthrough data
- PBIS Team meeting notes
- Classroom Posters
- Hallway Posters
- PBIS Rewards app data
- Mid-Year Report to Leadership Team
- End of Year Report to Leadership Team

Progress Monitoring:

- **August 2026** – Teachers indicate completion of Mustang Ascent CLIMB Lessons on the school-wide Beginning of the Year checklist.
- **September PBIS Behavior Team Meeting** – The PBIS Coach reviews baseline data from the student self-regulation survey.
- **September PBIS Incentives Team Meeting** - The PBIS Coach reviews baseline data from the student self-regulation survey.
- **September School Meeting** - PBIS Coach presents baseline data from the student self-regulation survey.
- **February PBIS Behavior Team Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey. The team discusses strengths and weaknesses and possible interventions or adjustments to promote improvement or maintain successes as indicated by the data.
- **February PBIS Incentives Team Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey. The team discusses strengths and weaknesses and possible interventions or adjustments to promote improvement or maintain successes as indicated by the data.
- **February Leadership Team Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey to the Guiding Coalition team and discusses recommendations from the PBIS Team for continued success or targeted improvement, as indicated by the data. This mid-year report will also include trends in CLIMB implementation fidelity as observed in classroom walkthroughs.
- **February School Meeting:** The PBIS Coach presents data from the mid-year student self-regulation survey to the entire staff and discusses recommendations from the PBIS Team for continued success or targeted improvement, as indicated by the data.

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		• May Leadership Team Meeting - The PBIS Coach will present findings from the end-of-the-year student self-regulation survey and trends from classroom walkthrough data to the Guiding Coalition team in their End of the Year Report.
Students with 2 or more office referrals will reduce repeat infractions through student ownership and intervention cycles, as measured through the PBIS Rewards app and CSIS discipline report.		Performance Target: Reduction of repeat behavioral infractions by 10% for students with 2 or more office referrals from April 2026 to April 2027, as measured through the PBIS Rewards app and CSIS discipline report. Implementation (include person responsible): Post-Planning 2025–2026: • The PBIS Team defines “students with repeated behavior support needs” as students with 2 or more office referrals. • The PBIS Team aligns the student behavior intervention cycle (Tier II) with the CLIMB framework. The intervention cycle includes student reflection on behavior and zones, goal setting for the use of self-regulation strategies, and monitoring of behavior. • The PBIS Data Analyst builds a tracking system for students with repeated behavior support needs and percentages of students with 0-1 office referrals. Pre-Planning 2026–2027: • All staff receive training on the updated CLIMB Behavior Flowchart, conducting reflection conferences, and using PBIS data to guide interventions. • Teachers will post CLIMB materials in classrooms that communicate behavioral expectations, anti-bullying strategies, and behavioral intervention steps. August: • The PBIS Team Data Analyst will collect baseline data showing the percentage of students with 0-1 office referrals and the students with repeated behavior support needs (2 or more referrals) for the 2025-2026 school year as measured by totals as of April 30, 2026. September: • September PBIS Behavior Team Meeting – The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Baseline data on office referrals will be reviewed, and students with repeated behavior support needs (2 or more office referrals) will be identified. • Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on reflection and goal setting. October: • October PBIS Behavior Team Meeting – The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified. • Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on reflection and goal setting. • PBIS Team members monitor progress of identified students and provide targeted supports (parent

contact, reteaching of expectations, check-ins, etc.)

November:

- **November PBIS Behavior Team Meeting** – The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on reflection and goal setting.
- PBIS Team members monitor progress of identified students and provide targeted supports (parent contact, reteaching of expectations, check-ins, etc.)

December:

- **December PBIS Behavior Team Meeting:** – Review behavior data to determine if adjustments to the Tier II intervention cycle are needed. The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on reflection and goal setting.
- PBIS Team members monitor progress of identified students and provide targeted supports (parent contact, reteaching of expectations, check-ins, etc.)

January:

- **January PBIS Behavior Team Meeting:** The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on reflection and goal setting.
- PBIS Team members monitor progress of identified students and provide targeted supports (parent contact, reteaching of expectations, check-ins, etc.)
- The PBIS Coach and Data Analyst prepare a mid-year data report of the percentage of students with 0-1 referrals and the percentage change in students with repeated behavior support needs (2 or more referrals).

February:

- **February PBIS Behavior Team Meeting:** The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- **February Leadership Team Meeting:** The PBIS Coach presents the mid-year data report of the percentage of students with 0-1 referrals and the percentage change in students with repeated behavior support needs (2 or more referrals) to the Guiding Coalition team.
- **February School Meeting:** The PBIS Coach presents mid-year data to the entire staff and discusses recommendations from the PBIS Team for continued success or targeted improvement, as indicated by the data.
- Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on reflection and goal setting.
- PBIS Team members monitor progress of identified students and provide targeted supports (parent

contact, reteaching of expectations, check-ins, etc.)

March:

- **March PBIS Behavior Team Meeting:** The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on increasing student independence in self-monitoring.
- PBIS Team members monitor progress of identified students and provide targeted supports (parent contact, reteaching of expectations, check-ins, etc.)

April:

- **April PBIS Behavior Team Meeting:** The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- Behavior CLIMB intervention cycles will be facilitated with identified students during weekly Behavior CLIMB sessions, focusing on increasing student independence in self-monitoring.
- PBIS Team members monitor progress of identified students and provide targeted supports (parent contact, reteaching of expectations, check-ins, etc.)
- The PBIS Coach and Data Analyst complete final data analysis of the percentage of students with 0-1 referrals and the percentage change in students with repeated behavior support needs (2 or more referrals) from April 2026 to April 2027.

May:

- **May Leadership Team Meeting** - The PBIS Coach will present findings from the behavior data analysis to the Guiding Coalition team in their End of the Year Report.

Artifacts:

- PBIS Rewards reports (monthly)
- Students with Repeated Behavior Support Needs tracking logs
- Student reflection & goal-setting forms
- Parent communication logs
- PBIS Team Meeting Minutes
- CSIS discipline reports

Progress Monitoring:

- **August 2026** – The PBIS Team Data Analyst will collect baseline data showing the percentage of students with 0-1 office referrals and the students with repeated behavior support needs (2 or more referrals) for the 2025-2026 school year, as measured by totals as of April 30, 2026.
- **Monthly PBIS Behavior Team Meetings** – The Data Analyst presents behavior data from the PBIS Rewards app and CSIS to the team. Students with repeated behavior support needs have been identified.
- **December PBIS Behavior Team Meeting:** Review behavior data to determine if adjustments to the Tier II intervention cycle are needed.

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- **January 2027:** The PBIS Coach and Data Analyst prepare a mid-year data report of the percentage of students with 0-1 referrals and the percentage change in students with repeated behavior support needs (2 or more referrals).
- **February Leadership Team Meeting:** The PBIS Coach presents the mid-year data report of the percentage of students with 0-1 referrals and the percentage change in students with repeated behavior support needs (2 or more referrals) to the Guiding Coalition team.
- **February School Meeting:** The PBIS Coach presents mid-year data to the entire staff and discusses recommendations from the PBIS Team for continued success or targeted improvement, as indicated by the data.
- **April 2027:** The PBIS Coach and Data Analyst complete final data analysis of the percentage of students with 0-1 referrals and the percentage change in students with repeated behavior support needs (2 or more referrals) from April 2026 to April 2027.
- **May Leadership Team Meeting** - The PBIS Coach will present findings from the end-of-the-year student self-regulation survey and trends from classroom walkthrough data to the Guiding Coalition team in their End of the Year Report.

Final Notes
Principal Signature
Assistant Superintendent

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