School Name: McClure Middle School
Date: 09-7-2026

GOAL #1 **Literacy**	The percent of students reading on or above grade level in each grade level will increase by 3% as measured by the 2027 ELA Georgia 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: Implement schoolwide literacy non-negotiables across content areas focused on student discourse, annotation of informational text, and the use of Thinking Notes to support comprehension and analysis.		**Performance Target:** 100% of content-area teachers will implement schoolwide literacy practices when students engage with informational text at least twice a week, including annotation/Thinking Notes and structured student discourse.
		Implementation (*include person responsible*): • Administration and teacher leaders will provide professional learning and modeling on schoolwide literacy non-negotiables at least twice a semester. • Content-area teachers will explicitly teach and regularly use annotation and Thinking Notes to help students identify, process, and respond to key information in informational text at least twice a week. • Teachers will incorporate structured student discourse that requires students to discuss, explain, and support their thinking using evidence from text weekly. • CCCs will review implementation and student work at least twice monthly and make instructional adjustments based on student needs. • Evaluating administrators will monitor implementation through classroom walkthroughs and review of student work at least monthly.
		Artifacts: • ILT meeting agendas and meeting minutes • CCC meeting agendas and meeting minutes • Reading lesson plans

		• Student annotation samples • Walkthrough documentation
		Progress Monitoring: CCCs will review student work and available reading or assessment data at least twice per month. Administration and teacher leaders will review walkthrough trends and implementation artifacts monthly. Student outcomes will be monitored after each Beacon administration and through common assessments, Lexile data, and Georgia Milestones performance.
Action Step 2: Provide designated independent reading during MavBlock, the school's daily intervention-enrichment period, to build reading stamina, engagement, and comprehension.		**Performance Target:** Students will participate in 10-15 minutes of designated independent reading during MavBlock at least three times per week to build reading stamina, engagement, and comprehension.
		Implementation (*include person responsible***)** • Mavblock teachers will provide structured independent reading opportunities at least three times per week. • Students will select appropriately challenging texts and periodically demonstrate comprehension through brief reading responses, conferences, or Thinking Notes at least once per week. • Teachers and teacher leaders will use available reading data to identify students with significant skill deficits and provide targeted support during designated extended-learning time at least twice per week.
		Artifacts: • Student reading responses/Thinking Notes • Reading conference documentation • MavBlock instructional plans • Schoolwide Beanstack challenges and reward data • SSR logs • CCC meeting notes
		Progress Monitoring: Teachers will review independent-reading participation and student responses at least twice per month. CCCs will review Lexile growth, common assessment data, and other available evidence of reading at least twice per month. Schoolwide reading progress will be reviewed after each Beacon administration to determine needed adjustments and supports.

GOAL #2 **Math**	The percent of math students performing at performance level 2 or higher will increase by 3% as measured by the 2027 Georgia Milestone.

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: Provide ongoing professional learning and collaborative planning to strengthen Tier 1 math instruction with a focus on conceptual understanding, problem-solving, and mathematical discourse.		**Performance Target:** 100% of math teachers will participate in monthly professional learning and weekly collaborative planning and will implement standards-based instructional practices focused on conceptual understanding, problem-solving, and mathematical discourse at least twice per week.
		Implementation (*include person responsible)* • Math teachers will participate in monthly professional learning and weekly CCC collaborative planning focused on conceptual understanding, problem-solving, and purposeful mathematical discourse. • During weekly CCCs, math teachers and CCC leaders will analyze common assessment and student performance data to identify skill gaps and determine instructional priorities. Math teachers will implement learning tasks that emphasize conceptual understanding, problem-solving, and mathematical discourse at least twice per week. • Evaluating administrators will monitor implementation through classroom walkthroughs, student work, and CCC documentation at least monthly.
		Artifacts: • ILT meeting agendas and meeting minutes • CCC meeting agendas and meeting minutes • Math lesson plans/CCC Logs • Student work samples • Walkthrough documentation
		Progress Monitoring: During weekly CCCs, teachers will review CFA, CSA, Beacon, and classroom assessment data as available to identify standards requiring instructional adjustment or reteaching. Administrators and math content

		leaders will review walkthrough trends, student work, CCC documentation, and assessment results at least monthly. Beacon data will be reviewed after each administration
Action Step 2: Implement targeted intervention and enrichment structures based on student performance data to address skill gaps in mathematics and extended learning.		**Performance Target:** 100% of students identified through Beacon, CFA, CSA, and classroom assessment data will receive targeted intervention or enrichment at least twice per week.
		Implementation (*include person responsible)* • During weekly CCCs, math teachers and CCC leaders will analyze assessment data to identify students and specific skills requiring intervention or enrichment. • Based on identified needs, math teachers will create flexible instructional groups and provide targeted intervention or enrichment during MavBlock or other designated extended-learning time at least twice per week. • Administration and ILT will monitor implementation through CCC documentation, student work, intervention data, and walkthroughs at least monthly.
		Artifacts: • Student data trackers • Intervention/enrichment grouping • Lesson plans for intervention and enrichment • CCC Logs/data analysis documentation
		Progress Monitoring: CCC teams will review student progress at least twice per month, using CFA, CSA, classroom assessments, and intervention data to determine the effectiveness of interventions and to adjust instruction, student groupings, and supports. Beacon data will be reviewed after each administration to measure growth and identify students requiring continued or revised support.

Final Notes
Principal Signature
Assistant Superintendent