

OGLETHORPE COUNTY MIDDLE SCHOOL

2026–2030 Strategic Plan

Action Steps Planning Template

Strategic Improvement Plan Goal Area 1: Academics/Achievement

District Performance Objective: By May 2030, less than 10% of students will score at Level 1 (Beginning Learner) on the Georgia Milestones in all four content areas (ELA, Mathematics, Science, and Social Studies) and increase to 75% the percentage of students reading at or above grade level as reported on Georgia’s CCRPI Reading (Lexile) indicator.		
Name of Initiative: Student Growth & Grade-Level Literacy		
School Performance Objective: By May 2027, 76% of OCMS students will read at or above grade level as reported on Georgia’s CCRPI Reading (Lexile) indicator. *Baseline 73.72%.		
<i>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.</i>		
<i>Action Steps for FY27</i>		
Action Steps <i>(What specifically will we accomplish?)</i>	Timeline for Implementation	Evidence <i>(How will it be measured?)</i>
1. Embed vocabulary strategies across content areas for all learners, with strategic, evidence-based instruction for subgroups such as English Language Learners and students with disabilities. a. Collaborate and schedule PL dates with NEGA RESA to learn vocabulary best practices and to develop common expectations for classrooms. EL teacher will attend GATESOL conference. b. Utilize coaching cycles and instructional walkthroughs to support implementation. c. Analyze common assessment data to determine impact on student learning.	September 2026 – May 2027	PLC minutes Common Assessment Data Summit K12 Data MAP growth Milestones scores

2. Continued targeted reading intervention through use of Reading Plus at Tiers II and III. a. Quarterly review of Reading Plus data shared by class instructor to determine continued eligibility. b. Collaboration of ELA teachers following every Reading MAP cycle to identify newly eligible students.	September 2026 – May 2027	Reading Plus data Reading MAP data MTSS documentation Milestones scores
3. Cultivate a community of readers. a. Set PLC date to discuss schoolwide campaign encouraging independent reading. b. Develop a bank of classroom incentives to encourage independent reading. c. Share community incentives, such as Rock Lobsters reading challenge.	September 2026 – May 2027	PLC notes Number of books checked out from media center Number of books checked out from classroom libraries Reading logs from incentive programs Classroom incentives for independent reading

School Performance Objective: By May 2027, less than 10% of students will score at Level 1 (Beginning Learner) on the Georgia Milestones in 7th grade Math. *Baseline 18.7%.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps for FY27

Action Steps <i>(What specifically will we accomplish?)</i>	Timeline for Implementation	Evidence <i>(How will it be measured?)</i>
1. Implement systematic formative assessments designed according to Georgia Milestones ALDs and Test Blueprint to gauge student understanding of content standards. a. Collaborate with Teaching and Learning staff quarterly to explore available resources for upcoming units. b. Update current formative assessments in accordance with the Milestones ALDs and Test Blueprints. c. Utilize coaching cycles to support implementation. d. Analyze common assessment data to determine impact on student learning.	September 2026 – May 2027	Revised assessments PLC minutes Milestones scores
2. Data digs for common assessments to identify areas of remediation. a. Collaborate and set date for initial PL for Data Dig best practices. Tentatively schedule dates for quarterly Data Dig Protocol refresher PL to implement on an as needed basis. b. With teachers, create a tentative calendar of common assessments. Then, tentatively schedule data digs accordingly.	September 2026 – May 2027	Common assessment scores Data dig documentation Milestones scores

c. Assess students, utilizing common formative assessments. d. Implement the data dig protocol to analyze common assessment data to determine impact on student learning and areas of needed remediation. e. Create and implement remediation plans, as needed. f. Re-assess to determine impact of remediation, as needed.		
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School Performance Objective: By May 2027, less than 30% of students will score at Level 1 (Beginning Learner) on the Georgia Milestones in Science. *Baseline 38.29%.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps for FY27

Action Steps <i>(What specifically will we accomplish?)</i>	Timeline for Implementation	Evidence <i>(How will it be measured?)</i>
1. Implement systematic formative assessments designed according to Georgia Milestones ALDs and Test Blueprint to gauge student understanding of content standards. a. Collaborate and set PL dates with GYSTC to align assessment items with Georgia Milestones ALDs and Test Blueprints. b. Implement PL with 8th grade science teachers. c. Update current formative assessments, or create new assessments altogether, in accordance with the Milestones ALDs and Test Blueprints. d. Utilize coaching cycles to support implementation. e. Analyze common assessment data to determine impact on student learning.	September 2026 – May 2027	GYSTC meeting minutes Revised assessments PLC minutes Milestones scores
2. Data digs for common assessments to identify areas of remediation. a. Collaborate and set date for initial PL for Data Dig best practices. Tentatively schedule dates for quarterly Data Dig Protocol refresher PL to implement on an as needed basis.	September 2026 – May 2027	Common assessment scores Data dig documentation Milestones scores

b. With teachers, create a tentative calendar of common assessments. Then, tentatively schedule data digs accordingly. c. Assess students, utilizing common formative assessments. d. Implement the data dig protocol to analyze common assessment data to determine impact on student learning and areas of needed remediation. e. Create and implement remediation plans, as needed. f. Re-assess to determine impact of remediation, as needed.		
3. Bi-weekly lesson planning with Instructional Coach. a. Establish recurring, bi-weekly co-planning meetings between teachers and the Instructional Coach. (IC) b. Before each session, teachers review upcoming state standards, curriculum pacing guides, and recent student performance data. c. During the session, the IC and teachers collaborate to design aligned lessons, embed checks for understanding, and integrate supports for diverse learners, including but not limited to English Language Learners. d. As teachers implement the planned lessons, the IC conducts classroom walkthroughs to observe instruction and provide actionable feedback to inform the next planning cycle. e. Process repeats for each cycle.	September 2026 – May 2027	PLC Minutes Lesson plans Milestones scores

School Performance Objective: By May 2027, less than 17% of students will score at Level 1 (Beginning Learner) on the Georgia Milestones in Social Studies. *Baseline 22.29.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps for FY27

Action Steps <i>(What specifically will we accomplish?)</i>	Timeline for Implementation	Evidence <i>(How will it be measured?)</i>
1. Bi-weekly lesson planning with Instructional Coach in addition to standard new teacher supports. a. Establish recurring, bi-weekly co-planning meetings between teachers and the Instructional Coach. (IC) b. Before each session, teachers review upcoming state standards, curriculum pacing guides, and recent student performance data. c. During the session, the IC and teachers collaborate to design aligned lessons, embed checks for understanding, and integrate supports for diverse learners, including but not limited to English Language Learners. d. As teachers implement the planned lessons, the IC conducts classroom walkthroughs to observe instruction and provide actionable feedback to inform the next planning cycle. e. Process repeats for each cycle.	September 2026 – May 2027	Meeting minutes Lesson plans Milestones scores
2. Data digs for common assessments to identify areas of remediation. a. Collaborate and set date for initial PL for Data Dig best practices. Tentatively	September 2026 – May 2027	Common assessment scores Data dig documentation Milestones scores

schedule dates for quarterly Data Dig Protocol refresher PL to implement on an as needed basis. b. With teachers, create a tentative calendar of common assessments. Then, tentatively schedule data digs accordingly. c. Assess students, utilizing common formative assessments. d. Implement the data dig protocol to analyze common assessment data to determine impact on student learning and areas of needed remediation. e. Create and implement remediation plans, as needed. f. Re-assess to determine impact of remediation, as needed.		
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Strategic Improvement Plan Goal Area 2: Beyond Academics/Student Support

District Performance Objective: Performance Objective: By May 2030, the percentage of students identified as elevated risk on the Universal Behavior Screener (UBS) will decrease by 10% from the FY26 Fall baseline.		
Name of Initiative: Universal Behavioral Screening & Student Support		
School Performance Objective: By May 2027, the percentage of students identified as elevated risk on the Universal Behavior Screener (UBS) will decrease by 3% from the FY26 Fall baseline.		
<i>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.</i>		
<i>Action Steps FY27</i>		
Action Steps <i>(What specifically will we accomplish?)</i>	Timeline for Implementation	Evidence <i>(How will it be measured?)</i>
1. Implement UBS process with fidelity. a. Deliver training provided by central office staff. b. Set dates for fall and spring administration of SDQ and SSRS-IE. c. Disaggregate data to identify areas of need at Tier I and students to be considered for further interventions. d. Counselor collaborates with Counselor PLC and Jason Byers to utilize best practices.	September 2026 – May 2027	Training sign-off sheets UBS data Counselor PLC minutes
2. Strengthen Tier I approaches through delivery of monthly SEL lessons and increased positive behavior acknowledgements. a. Determine SEL lesson pacing for the year and provide guide to Connections Teachers who will be delivering lessons. b. Teachers will conduct 1 lesson per grade per month. c. Track student attendance for lessons to ensure students receive SEL instruction.	September 2026 – May 2027	SEL worksheets Teacher sign-off on completed lessons Shared photos of “Ring the Bell” and Patriot Pride Luncheons UBS data

d. Monthly, teachers will identify students with positive behavior as a “Patriot Pride.” Patriot Prides will receive a catered lunch with a selected peer. e. Students with behavior “wins” will be allowed to “Ring the Bell” in front of their peers.		
3. Continue evidence-based Tier II and Tier III interventions including mentors and counselor small groups. a. With disaggregated data, determine small group members and needs, as well as students needing mentors. b. Counselor will meet bi-weekly with small groups. c. Provide mentee list to Mentor Coordinator.	September 2026 – May 2027	Mentor lists/data Small group pre- and post-assessments Check-in forms
4. Provide families with support strategies through the Cook Center through social media and in parent meetings, including (but not limited to) strategic support for families of English Language Learners. a. Create a social media calendar for Cook Center Posts b. Send quick-reference resource list to teachers, as well as leave a hard copy in meeting rooms for parent meetings.	September 2026 – May 2027	Online posts via Thrillshare and school website Flyers provided at Parent Nights QR codes and parent information posted at school entrance Resources made available to teachers for meetings with parents and documented in meeting minutes

Strategic Improvement Plan Goal Area 3: Attendance

District Performance Objective: By May 2030, each school will decrease the percentage of students absent more than 10% of enrolled days by 2 percentage points annually from FY26 baselines: OCES 14.4%→6.4%, OCMS 15.6%→7.6%, OCHS 21.6%→13.6% — thereby raising the percentage of students absent fewer than 10% of enrolled days to 93.6%, 92.4%, and 86.4% respectively.		
Name of Initiative: Attendance Monitoring & Intervention		
School Performance Objective: By May 2027, OCMS will decrease the percentage of students absent more than 10% of enrolled days by 2 percentage points from FY26 baselines: OCMS Target 13.6% from baseline of 15.6%.		
<i>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.</i>		
<i>Action steps FY27</i>		
Action Steps <i>(What specifically will we accomplish?)</i>	Timeline for Implementation	Evidence <i>(How will it be measured?)</i>
1. Implement revised attendance policy and protocols with fidelity. a. Require attendance flyer to be signed and returned. b. Collaborate with attendance team to monitor students accumulating unexcused absences. c. Maintain SBAT document and meetings.	September 2026 – May 2027	SBAT Document Attendance meetings documentation Student attendance data
2. Implement 2x10 meetings for students identified as chronically absent in previous years. a. Identify students considered chronically absent from previous school year. b. Pair identified students with staff attendance ambassadors. c. Staff attendance ambassadors will meet with students 10 days in a row for 2 minutes.	September 2026 – May 2027	Check in sheets turned in to counselor Student attendance data

3. Continue quarterly attendance incentives/celebrations to reward students who have missed 1 or fewer days during that quarter, with additional incentives for September's Attendance Awareness campaign. a. Set incentive dates and initiatives. b. At end of each quarter, run report for students with 1 or fewer absences. c. On set date, gather students and enact celebration	September 2026 – May 2027	Document number of qualifying students Description of events held Student attendance data
4. Increase student connectedness through check-in/check-out, mentoring, and trusted adult identification. a. Identify students at-risk of chronic absenteeism through previous attendance data and UBS SDQ screener. b. Match students with mentor or check-in/check-out based on specific student needs a. Hold Trusted Adults selection on September 25. Students will watch informational video and fill out Google survey to select Trusted Adult. They will then provide selected adult with magnet with their name as a visual reminder.	September 2026 – May 2027	Sign-in sheets Checklists Trusted Adult spreadsheet Counselor training with Jason Byers