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| **School Name: Barber Middle School** |
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| **Date: September 15, 2025** |
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| **GOAL #1**  **Literacy** | By the end of the 2025-2026 school year, the percentage of students performing proficient and distinguished will increase from 45% to 48% as measured by the 25-26 ELA Milestones 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?** |
| 6th-8th grade ELA and Reading teachers will implement a high yield instructional strategy (ELLevation module and/or summarizing/activating prior knowledge/ asking questions) into lessons weekly. | August 2025 | **Performance Target:**  By October 2025, 100% of ELA and Reading teachers will incorporate a high yield instructional strategy from the identified ELLevation module and/or summarizing into their lessons as evidenced by student assignments. |
| **Implementation (***include person responsible***):**  Teachers will attend PL on Common Lit with district leaders during preplanning and PL on the Assessing Multilingual Learner module from our ESOL on August 18. (Note: Deadline for module completion by teachers is November 14.)  During weekly CCC meetings, teachers will identify the high yield strategy to be implemented in class.  Teachers will utilize that specific strategy during the current unit with a goal of analyzing student performance on designated assignment and comparing class performance data using the identified high yield strategy. |
| **Artifacts:**  CCC template minutes  Assignments that include the identified ELLevation strategy and/or summarizing  ELLevation PL Dashboard/Log |
| **Progress Monitoring:**  Teachers will monitor student engagement and understanding through formative assessments and adjust instruction accordingly to improve learning outcomes. |
| 6th-8th grade ELA and Reading teachers will implement flexible learning groups so instruction can be specifically targeted to address learning needs as evidenced by Beacon score reports and common assessments. | August 2025 | **Performance Target:**  By October 2025, 100% of ELA and Reading teachers will appropriately create flexible student groups as evidenced by student rosters grouped by BEACON domains. |
| **Implementation (***include person responsible***):**  Administration and district representatives will provide PL on interpreting and using Beacon score reports for instruction (accessing Beacon Educator Instructional Strategies) and PL to support the development of common assessments.  Teachers will collaborate to create biweekly common assessments and disaggregate student data to determine student strengths and weaknesses.  Teachers will create flexible learning groups based on domain data and/or common assessment data. Groups will be reconfigured as new information is available. |
| **Artifacts:**  Beacon score reports  Flexible grouping rosters with standards and/or domains to be taught.  CCC template minutes reflecting plan for intervention block performance- if students do or do not learn the concepts and next steps. |
| **Progress Monitoring:**  Administration will attend CCC’s at least twice a month to ensure teachers are identifying students for specific groups, utilizing instructional strategies that address the area of need/concern, and using data to determine student performance and/or inform instruction. Additionally, department leaders and teachers will conduct data digs during release days in August, October, and January to review common assessment and Beacon performance. |

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| **GOAL #2**  **Math** | By the end of the 2025-2026 school year, the percentage of students performing proficient and distinguished will increase from 37% to 40% as measured by the 25-26 Math Milestones 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?** |
| 6th-8th grade math teachers will use data to determine student progress towards mastery of learning targets.​ | August 2025 | **Performance Target:**  By October 2025, 100% of Math teachers will align instruction with standards and learning targets as evidenced by improved by increased performance on common assessments. |
| **Implementation (***include person responsible***):**  Teachers will receive PL on crafting learning targets aligned to standards by District Content representatives in August 2025.  During weekly CCC’s, teachers will craft student-friendly learning targets that align with standards.  Teachers will self and peer evaluate learning targets using the rubric.  Teachers will administer common assessments to determine the correlation between test items and learning targets. |
| **Artifacts:**  CCC template minutes  CTLS Classboard and/or Class Agenda  Learning Target Rubric |
| **Progress Monitoring:**  Teachers will conduct self and peer evaluation of learning targets starting in late August 2025. Administration will attend CCC’s at least twice a month to ensure teachers are aligning instruction with standards and learning targets. Additionally, department leaders and teachers will conduct data digs during release days in August, October, and January to review learning targets and common assessment performance. |
| 6th-8th grade teachers will create and implement common formative and summative assessments that align with standards. | August 2025 | **Performance Target:**  By October 2025, 100% of Math teachers will create and implement common assessments connected to standards as defined in the CCC balanced unit assessment plan. |
| **Implementation (***include person responsible***):**  District content representatives will provide PL to math teachers during the August release day to support the development of common formative assessments.  Teachers will devise a balanced assessment plan to correlate with each unit.  Teachers will collaborate and create common assessments that align with the standards and learning targets as defined in the CCC balanced unit assessment plan.  Teachers will administer common assessments primarily in CTLS Assess. |
| **Artifacts:**  Balanced Assessment Plan based on units.  CCC template minutes  Common formative and/or summative assessments |
| **Progress Monitoring:**  District Assessment Office and Content Representatives will support CCC’s in auditing common assessments during release days and some CCC meetings. Administrators, department leaders, and teachers will review assessment development and assessment data at least twice a month during CCC’s. |

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| **GOAL #3**  **School Selected** | By the end of the 2025-2026 school year, the percentage of students performing proficient and distinguished will increase from 27% to 31% as measured by the 2025-2026 Science Milestones Assessment (8th grade only). |

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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?** |
| 6th-8th Science teachers will regularly incorporate the use of scientific tools and data representation methods (tables, charts, diagrams, graphs, and measurement) into lessons. | August 2025 | **Performance Target:**  By October 2025, 100% of science teachers will incorporate tables, charts, diagrams, and/or measurement into science lessons at least once a week during intervention block or embedded in science class. |
| **Implementation (***include person responsible***):**  District Content Representatives, Department Leaders, or Model Lead Teachers will provide PL on the effective use of scientific tools or data representation methods such as tables, charts, diagrams, graphs, and measurement.  Teachers will incorporate applicable scientific tools and data representation methods in unit and lesson plans to ensure students at every level have the ability to analyze and interpret data, use mathematical and computational thinking, and plan and carry out investigations. |
| **Artifacts:**  Excerpts from class embedded or intervention block assignments  CCC template minutes  Student performance data on scientific tools and data representation methods |
| **Progress Monitoring:**  During CCC’s teachers will collaborate on how to incorporate more opportunities for students to engage with tables, charts, diagrams, and measurement (as applicable to content). Teachers will analyze data based on student performance and identify additional ways to have students exposed to those tools. Administration, Department Leads, and Model Lead Teachers will review how teachers are incorporating the scientific tools and data representation methods at least twice a month and provide feedback. |
| 6th-8th grade teachers will create and implement common formative and summative assessments that align with standards and learning targets | August 2025 | **Performance Target:**  By October 2025, 100% of Math teachers will create and implement biweekly common assessments connected to standards. |
| **Implementation (***include person responsible***):**  District content representatives will provide PL to science teachers during the August release day to support the development of common formative assessments as it relates to learning targets and appropriate DOK levels.  Teachers will devise a balanced assessment plan to correlate with each unit.  Teachers will collaborate and create biweekly common assessments that align with the standards and learning targets.  Teachers will administer common assessments primarily in CTLS Assess. |
| **Artifacts:**  Balanced Assessment Plan based on units.  CCC template minutes  Common formative and/or summative assessments |
| **Progress Monitoring:**  District Assessment Office and Content Representatives will support CCC’s in auditing common assessments during release days and some CCC meetings. Administrators, department leaders, and teachers will review assessment development and assessment data at least twice a month during CCC’s. |

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| **Final Notes** |
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| **Principal Signature** |
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| **Assistant Superintendent** |
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