

<b>School Name: Lovinggood Middle School</b>
<b>Monitoring Date: 2024-2025 School Year</b>

<b>GOAL #1 Literacy</b>	<b>The percentage of students reading below grade level will decrease from 16% to 13% as measured by the 2024-2025 Georgia milestones.</b>
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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?
<ul style="list-style-type: none"> <li>• ELA Teachers will engage in PD in the Fall and Spring, on research-based reading strategies with a high effect size. (John Hattie) ELA</li> </ul>		<b>Performance Target:</b> An identified reading strategy will be utilized once a week by all ELA teachers

<p>Teachers will implement at least one strategy per unit as measured by class observations and unit plans.</p>		<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• During Pre-Planning, our ELA administrator will work with our ELA Lead, and plan out a vertically guided ELA work session to discuss the importance of delivering reading instruction during the 90-minute ELA block</li> <li>• In semester 1 the district will provide PD to the ELA department on strategies to teach reading during the ELA block</li> <li>• During Quarter 3 in 2025, the district will conduct observations of ELA teachers using the reading strategies</li> </ul>
		<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• CCC meeting minutes</li> <li>• Observation rubric completed by District personnel</li> </ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Student’s Beacon assessment progress will be evaluated after the 2<sup>nd</sup> and 3<sup>rd</sup> administration</li> </ul>
<ul style="list-style-type: none"> <li>• Students who are reading below grade level and do not qualify for</li> </ul>		<p><b>Performance Target:</b> Data collected from RTI, and the 2024 Georgia Milestones will be analyzed to schedule students in READ 180</p>

special services will be scheduled  
in a READ 180 Class

**Implementation:**

- Administrators will analyze RTI and 2024 Georgia Milestone Data to ensure students are appropriately placed in READ 180 throughout the school year
- Read 180 instructors will monitor student progress and assess who may be able to exit Read 180 after the first semester

**Artifacts:**

- Read 180 Data Progress Reports
- TKES Observations
- District Observation of the READ 180 class

**Progress Monitoring:**

- After the 2<sup>nd</sup> and 3<sup>rd</sup> Beacon administration, data from Read 180 Data Progress Reports will be compared to Beacon Growth Data



<b>GOAL #2 Math</b>	The percentage of students in 8 <sup>th</sup> Grade scoring level 1 or 2 will decrease from 56% to 50% as measured by the 2024-2025 math milestones.
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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?
<ul style="list-style-type: none"> <li>All Math teachers will utilize a 360-degree classroom model</li> </ul>		<b>Performance Target:</b> All 8th-grade math teachers will use the 360-degree classroom model weekly
		<b>Implementation:</b> <ul style="list-style-type: none"> <li>PD will be provided on research-based strategies teachers will implement to use the 360degree classroom model to improve instruction effectively</li> <li>At least 3 days a week, 8th-grade math teachers will use the 360-degree classroom model for instruction</li> </ul>

	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Administrative and peer observations</li> <li>Quarterly reflections by the 8<sup>th</sup>-grade math teachers on what worked well and what could improve on their usage of the 360-degree classroom model</li> </ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>The Academic division will conduct a walk-through in the 1<sup>st</sup> semester and the second semester to compare growth in the effective usage of the 360-degree classroom model by the 8<sup>th</sup>-grade math teachers</li> </ul>
<ul style="list-style-type: none"> <li>All 8<sup>th</sup> Grade Math teachers will use the VR Prisms to address 8thgrade math standards</li> </ul>	<p><b>Performance Target:</b> 8<sup>th</sup> Grade math teachers will use the VR Prisms after being trained</p> <p><b>Implementation (include person responsible):</b></p> <ul style="list-style-type: none"> <li>On August 19, the district will train all math teachers on using the VR Prisms</li> <li>Beginning in October, math teachers will use the VR Prisms twice per month</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>The VR Prisms dashboard will reflect the usage of the program CCC minutes</li> </ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>At the end of the 1<sup>st</sup> and 2<sup>nd</sup> semesters, students will be surveyed on the effectiveness of the VR Prisms</li> <li>At the end of the 1<sup>st</sup> and 2<sup>nd</sup> semesters, teachers will be surveyed on the effectiveness of the VR Prisms</li> </ul>

<b>GOAL #3 School Selected</b>	
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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?
Select staff members will attend restorative training provided by the school district		<p><b>Performance Target:</b> Disciplinary incidents resulting in exclusionary consequences will be reduced from last school year by 10%</p> <hr/> <p><b>Implementation</b> (<i>include person responsible</i>):</p> <ul style="list-style-type: none"> <li>• The building leader will send staff members to restorative conferences and circle training to become facilitators</li> <li>• Facilitators will be used throughout the school year to facilitate restorative conferences and circles</li> <li>• Facilitators will meet and collaborate once per quarter</li> </ul>

	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• A restoration form will be completed by facilitators after facilitating a restorative conference or circle</li> </ul>
<p>Research-based behavior intervention strategies will be implemented at the beginning of the school year</p>	<p><b>Progress Monitoring:</b> Restorative Data will be analyzed throughout the school year Discipline Data will be sorted and analyzed to look for trends to address</p>
	<p><b>Performance Target:</b> There will be a reduction in disciplinary incidents leading to exclusionary consequences for students on RTI due to behavior</p>
	<p><b>Implementation:</b> An administrator will initiate positive contact with the students and their families within the first semester School Counselors will meet bi-monthly with the students in their grade level who are on RTI for behavior Teachers will identify the strategies they will use with the students based on a bank of researchbased strategies</p>

**Artifacts:**

- Student Discipline Data
- RTI movement between Tiers
- RTI Meeting Minutes

**Progress Monitoring:**

In addition to RTI meetings, the building leader and administrators will have semester meetings with the students, their families, and their teachers to assess the effectiveness of the interventions