

For each School Strategic Plan goal, identify progress on any action steps.
 Provide data to support the impact/implementation.
 Implementation artifacts and evidence for impact should align to the SSP.

School Name: Daniell Middle School

Monitoring Date: January 15, 2026

GOAL #1
Literacy

By the end of May 2026, the percent of 8th grade students scoring from Level Is to Level IIs in the domain of Reading and Vocabulary will decrease from 46% to 44%.

Action Step(s)

Summary of Artifacts Indicating Implementation
 (See SSP)

Data Summary of Evidence Indicating Impact
 (See SSP) Include progress toward goals

Reading class will be offered during the intervention period and READ 180 offered during connections for students who struggle in reading. Teachers will implement the new Reading Framework and resources such as Common Lit to monitor reading progression. Teachers will participate in district PL sessions to increase professional knowledge of reading curriculum.

Artifacts:

1. Read 180 progress scores
2. Common Lit reports
3. Teacher PL Attendance

Artifact Summary:

1. Twenty-one 8th graders were served during the first semester, and 86% grew from their initial placement over the course of the semester.
2. Reading was introduced as a course during our intervention block this school year. Reading progress is being monitored via Common Lit by all grade level Reading teachers.
3. All reading teachers have attended every PL throughout the first semester. Most sessions were viewed as a group with all teachers in one room together.

Evidence:

1. Read 180 Teacher reports [Read 180 Fall 2025 8th grade](#)
2. Comon Lit report dashboard: https://www.commonlit.org/district_dashboards
3. 100% attendance in all PL Sessions

Evidence Summary:

1. Twenty-one 8th graders were served during the first semester, and 86% grew from their initial placement over the course of the semester. 10 Started on Levels and went to a higher Level. 4 Started on Segments and went to a higher segment. 4 Started on Segments and went to Levels which is the most amazing growth to see! 2 stayed on the same level while one ended up dropping from Levels down to Segments as they had some undiscovered gaps. 5 of the 21 bumped out of Read 180 for S2 and we then gained 14 for S2.
2. The dashboard shows that all reading teachers are using the digital assignments and downloading the lessons on a regular basis. The average assessment score school-wide is a 72.
3. 100% attendance in all PL Sessions

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>

GOAL #2 Math	Goal: By the end of May 2026, the percent of Daniell 8 th grade students scoring from Level Is to Level IIs in the domain of Linear Relationships will decrease from 39% to 37%.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<p>20-Day Funds will be used to offer additional instruction during connections classes the second 4 ½ weeks of each quarter. Specific students will be invited to attend based on their need. Instruction will be planned based student needs and data results with emphasis on the lower scoring domains from the 2025 EOG.</p>	<p><u>Artifacts:</u> Tutoring schedule Beacon Data Dig</p> <p><u>Artifact Summary:</u> During Semester 1, tutoring was offered to ESOL students whose data indicated they needed support in reading and math. During Semester 2, students whose mid-year Beacon score indicated they need more support in ELA and math were also invited to attend.</p> <p>A Mid-Year Beacon Data Dig was held with all academic teachers in all content areas Jan. 8, 2026. Growth and regression were discussed as well as a plan for action.</p>	<p><u>Evidence:</u> Mid-Year Beacon Scores compared to Fall Beacon Scores</p> <p><u>Evidence Summary:</u> Beacon Score reports</p> <p>Daniell Mid-Year Beacon Data reports (provided by the Accountability Dept)</p>
	<p><u>Artifacts:</u></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>

	<u>Artifacts:</u>	<u>Evidence:</u>
	<u>Artifact Summary:</u>	<u>Evidence Summary:</u>

GOAL #3 School Selected	By the end of May 2026, the number of days students are out of the classroom for ISS and OSS will decrease by 20%, from 1147 to 917.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p>Members of the PBIS Team will participate in the Universal Classroom Supports Training from the district PBIS Coach and redeliver the information during Professional Learning Sessions throughout the school year.</p>	<p><u>Artifacts:</u> PL Sessions for the staff in Preplanning and Nov. PL Day</p> <p><u>Artifact Summary:</u> Daniell offered a rotating scheduled of PL during preplanning and on the November PL Day. One session that all teachers attended was on PBIS, discipline data, and Universal Supports/Strategies</p>	<p><u>Evidence:</u> Monthly Discipline Data Attendance in staff PL Sessions Implementation of new Tier 1 strategies and rewards</p> <p><u>Evidence Summary:</u> First semester discipline numbers are almost half of the numbers from the previous year! All staff is in attendance during mandatory PL sessions in which Tier 1 strategies are discussed and modeled for teachers. New rewards were added to the calendar based on the recommendations from the PBIS team such as: No referral celebration at the end of both semesters and the addition of Olympics days each quarter during connections classes. Participation in these days is dependent upon discipline criteria.</p>
	<p><u>Artifacts:</u></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>

	<u>Artifacts:</u>	<u>Evidence:</u>
	<u>Artifact Summary:</u>	<u>Evidence Summary:</u>

Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
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Reading Goal (#1)	Part two of the action step: Teachers will implement the new Reading Framework and resources such as Common Lit to monitor reading progression. Teachers will participate in district PL sessions to increase professional knowledge of reading curriculum.	Although significant preparation took place prior to the school year to support teachers with the new standards and curriculum, nothing fully prepares them for the experience until they are immersed in the programs and using them daily. As expected, there was a learning curve with the new platforms and navigating their features. Teachers and students continue to adjust to the new expectations, and I look forward to year two of implementation, which will allow teachers to build on their growing confidence and experience.
Math Goal (#2)	20-Day Funds will be used to offer additional instruction during connections classes the second 4 ½ weeks of each quarter. Specific students will be invited to attend based on their need. Instruction will be planned based student needs and data results with emphasis on the lower scoring domains from the 2025 EOG.	The 20-Day funds were not received until November, which resulted in tutoring beginning later than originally planned. Three weeks of tutoring sessions were held prior to the end of the first semester. If this action step is continued next year, I will pursue funding before the end of the first quarter to allow more students to participate over a longer period of time.