

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: Palmer Middle School

Monitoring Date: 2024-2025

**GOAL #1**  
**Literacy**

The percentage of students scoring a level 3 and 4 will increase from 51% to 54% as measured by the 2024-2025 ELA 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?
Reading teachers will implement IXL and CommonLit for skill-based reading lessons for a minimum of 4 targeted lessons each quarter. Data, including proficiency scores, will be collected quarterly through IXL and CommonLit reading assessments.		<p><b>Performance Target:</b>            100% of our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade reading teachers will utilize a minimum of 4 targeted lessons using IXL and CommonLit each quarter.</p> <p><b>Implementation (include person responsible):</b>  <u>Pre-Planning, July 25-</u> Vertical reading team, led by ELA/Reading Coordinator, will receive CommonLit training digitally during pre-planning   <u>August 19-</u> All certified teachers will be trained on IXL digitally   <u>Ongoing 2024-2025 School Year-</u> Grade Level CCC's meet weekly and Vertical ELA/Reading Meetings monthly will focus on implementation efforts and effectiveness; administration and instructional specialist (IS) will also be a part of these discussions; additional PL will be provided for both IXL and Common Lit by IS and ELA/Reading Coordinator as needed</p> <p><b>Artifacts:</b>            Quarterly IXL and CommonLit data reports, including proficiency scores, will be collected by reading teachers and stored in the CCC Teams Folder            Administrative/ISS CCC Observations/Feedback through Forms</p>

	<p><b>Progress Monitoring:</b> The leadership team will review IXL and CommonLit data reports at the end of each quarter.</p>
<p>RTI Tier 2 and Tier 3 Teachers will implement interventions based on specific Math, ELA, or Reading learning targets three days a week for 30-minutes each day. Data will be collected through monthly RTI meetings.</p>	<p><b>Performance Target:</b> 100% of our RTI Tier 2 and Tier 3 success block teachers will implement interventions based on Math, ELA, or Reading learning targets from the current unit of study for three days a week (30-minutes each day) during the 2024-2025 school year</p>
	<p><b>Implementation (include person responsible):</b> <u>August</u>- Administration and Instructional Specialist will provide training on the expectations and implementation of interventions during Success Block, training during monthly professional learning in grade levels</p> <p><u>Ongoing 2024-2025 School Year</u>- Monthly RTI meetings and monthly RTI Action Team meetings will provide continuous support and adjustment needed to effectively implement the interventions (Administration/Instructional Specialist/RTI Tier 2 and Tier 3 Teachers)</p>
	<p><b>Artifacts:</b> Monthly RTI data entries in FoRTify platform End of Q1, Q2, Q3 intervention block scheduling changes as needed based on RTI data</p>
	<p><b>Progress Monitoring:</b> The leadership team will review RTI data and make scheduling changes as needed at the end of Q1, Q2, and Q3.</p>

<b>GOAL #2</b> <b>Math</b>	The percentage of students scoring a level 3 and a level 4 will increase from 46% to 49% as measured by the 2024-2025 Math Milestones.
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Action Step(s)	Start Date	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
Math teachers will strengthen conceptual understanding by using visual representation strategies in each unit. These will be discussed and documented through the CCC process. Data will be collected through Admin/IS observations and Unit Assessment Plans in Teams Folder.		<b>Performance Target:</b> 100% of our 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade math teachers will utilize visual representation strategies for each unit of the 2024-2025 school year
		<b>Implementation (include person responsible):</b> <u>Pre-Planning- Wednesday, July 31-</u> Vertical math team, led by Math Coordinator/Instructional Specialist, will receive professional learning on strategies and expectations during pre-planning  <u>Ongoing for 2024-2025-</u> Grade Level CCCs weekly meetings and Vertical Math monthly meetings will focus on implementation efforts and effectiveness; administration and instructional specialist will also be a part of these discussions; additional PL will be provided by IS as needed, including modeling visual representation strategies for the teachers (CCC meetings/classrooms)
		<b>Artifacts:</b> Unit assessment data by math teachers, which will be stored in the CCC Teams Folder Administrative/IS CCC Observations/Feedback through Forms
		<b>Progress Monitoring:</b> The leadership team will review unit assessment data at the end of each quarter.
RTI Tier 2 and Tier 3 Teachers will implement interventions based on specific Math, ELA, or		<b>Performance Target:</b> 100% of our RTI Tier 2 and Tier 3 success block teachers will implement interventions based on Math, ELA, or Reading learning targets from the current unit of study for three days a week (30-minutes each day) during the 2024-2025 school year

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Reading learning targets three days a week for 30-minutes each day. Data will be collected through monthly RTI meetings.	<b>Implementation</b> <i>(include person responsible)</i> : <u>August</u> - Administration and Instructional Specialist will provide training on the expectations and implementation of interventions during Success Block, training during monthly professional learning in grade levels  <u>Ongoing 2024-2025 School Year</u> - Monthly RTI meetings and monthly RTI Action Team meetings will provide continuous support and adjustment needed to effectively implement the interventions (Administration/Instructional Specialist/RTI Tier 2 and Tier 3 Teachers)
	<b>Artifacts:</b> Monthly RTI data entries in FoRTify platform End of Q1, Q2, Q3 intervention block scheduling changes as needed based on RTI data
	<b>Progress Monitoring:</b> The leadership team will review RTI data and make scheduling changes as needed at the end of Q1, Q2, and Q3.

<b>GOAL #3</b> <b>School Selected</b>	The total number of days students are out of the classroom due to ISS will reduce from 300 to 270 (10% decrease), and due to OSS will reduce from 520 to 468 (10% decrease) as measured by the 2024-2025 Palmer Discipline Summation Report.
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Action Step(s)	Start Date	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
All teachers will strengthen PBIS practices by increasing PBIS incentives through Fun Friday event each week. Data will be		<b>Performance Target:</b> 100% of teachers will implement rewards for positive behavior during Fun Friday each week during the 2024-2025 school year.
		<b>Implementation</b> <i>(include person responsible)</i> : <u>Pre-Planning</u> - Training for Fun Friday will be shared in PBIS Nuts and Bolts session on Monday, July 29, with all teachers by the PBIS Administrator and PBIS Coach

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<p>collected monthly through PBIS discipline data reports.</p>	<p><u>Ongoing 2024-2025 School Year</u>- Continued training and support will be provided by PBIS Coach and PBIS Administrator to teachers during monthly grade level meetings, based on monthly PBIS Discipline Data Reports.</p> <p><b>Artifacts:</b> Monthly PBIS Discipline Data Reports and CCSD Discipline Summary for Palmer 2024-2025</p> <p><b>Progress Monitoring:</b> The leadership team will review PBIS discipline data reports at the end of each month, as well as the CCSD discipline summary in May 2025.</p>
<p>All teachers will receive and implement professional learning classroom management strategies, with selected teachers receiving coaching support. Data will be collected monthly through PBIS discipline data reports.</p>	<p><b>Performance Target:</b> 100% of teachers will receive and implement professional learning classroom management strategies, with selected teachers receiving coaching support from Administration, PBIS Coach, and/or Instructional Specialist</p> <p><b>Implementation (include person responsible):</b> <u>Pre-Planning- Tuesday, July 30, 2024</u>- Professional learning for all staff on “Understanding Students with Autism and Emotional Behavior Disorders” delivered by Loriane Goff (BCBA for CCSD)</p> <p><u>September</u>- Professional learning on classroom management for all teachers during grade level planning by Administration/PBIS Coach/Instructional Specialist</p> <p><u>Ongoing 2024-2025 School Year</u>- Continued training and support provided by Admin/PBIS Coach/IS during monthly grade level meetings, as well as for individual teachers as needed</p> <p><b>Artifacts:</b> Monthly PBIS Discipline Data Reports and Discipline Summary for Palmer 2024-2025 TKES Observations for 2024-2025 school year</p> <p><b>Progress Monitoring:</b> The leadership team will review PBIS discipline reports at the end of each month, as well as walkthrough data and formative observation data.</p>