

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: Pine Mountain Middle School

Monitoring Date:

GOAL #1
Literacy

The percentage of students scoring at the accelerated learning level in Key Ideas and Details in reading will increase from 15.5% to 18.5% 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?

All Pine Mountain reading students will be administered a monthly, five-question quiz on key ideas through CTLS ASSESS.

Performance Target:
 80% of our reading students will score at the proficient level on monthly, five-question quizzes on key ideas through CTLS by January 2024.

Implementation (include person responsible):

Pre-planning:

- July 25 – ELA/Reading Department Chair review ELA Action Step 1 and Performance Target with reading teachers
- July 29 – ELA/Reading Department Chair provides specific details about the development of and scoring of CTLS, monthly, common formative assessment questions on key ideas to reading teachers
- July 29 – Reading teachers will develop a recognition strategy for students achieving proficiency on Key Ideas common formative assessments

August:

- August 8 - ELA/Reading Department Chair reviews with reading teachers at the department meeting how CCC time will be used to identify and develop key ideas, monthly common formative assessment questions

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- August 19 – Reading teachers will finalize specific details about the development of and scoring of CTLS, monthly, common formative assessment questions on key ideas and recognition strategies for students achieving proficiency on Key Ideas common formative assessments
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas

September:

- September 12 – Reading teachers will share successes and discuss obstacles, options, and next steps for identifying and developing key ideas, monthly common formative assessment questions
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas

October:

- October 10 - Reading teachers will share successes and discuss obstacles, options, and next steps for identifying and developing key ideas, monthly common formative assessment questions and share successes of student recognition strategies
- October 14 - Reading teachers will share successes and discuss obstacles, options, and next steps for identifying and developing key ideas, monthly common formative assessment questions with the administrative team
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas

November:

- November 14 - District reading, professional learning support staff will train reading teachers during the department meeting on key idea teaching strategies
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas
- Administration will provide release time to the ELA/Reading Department Chair to observe classrooms with the administrative team

December:

- December 12 - ELA/Reading Department Chair will present classroom walkthrough data at Reading Department meeting
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas

January:

- Reading CCCs will develop March Madness activities that address Key Ideas for students not showing mastery during CLIMB Academic Period
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas

February:

- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas

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	<p>March:</p> <ul style="list-style-type: none"> • March 3 - Reading teachers will share successes and discuss obstacles, options, and next steps for identifying and developing key ideas, monthly common formative assessment questions with the administrative team • Reading teachers will deliver March Madness activities that address Key Ideas for students not showing mastery during CLIMB Academic Period • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas <p>April:</p> <ul style="list-style-type: none"> • Reading teachers will deliver March Madness activities that address Key Ideas for students not showing mastery during CLIMB Academic Period • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on key ideas <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC agendas • Guiding Coalition agendas • Professional learning schedule • Data room • Classroom walkthrough data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • September 9 - The ELA/Reading Department Chair will report progress on the common formative assessments of key ideas at the Guiding Coalition meeting • December 9 - The ELA/Reading Department Chair will report progress on the common formative assessments of key ideas at the Guiding Coalition meeting • March 10 - The ELA/Reading Department Chair will report progress on the common formative assessments of key ideas at the Guiding Coalition meeting • April 14 - The ELA/Reading Department Chair will report progress on the common formative assessments of key ideas at the Guiding Coalition meeting • May 12 - The ELA/Reading Department Chair will report progress on the common formative assessments of key ideas at the Guiding Coalition meeting
<p>All English Language Arts students will have a rubric-based, extended writing assignment every six weeks through CTLS ASSESS.</p>	<p>Performance Target: 80% of English Language Arts students will score at the proficient level on rubric-based, extended writing assignments administered every six weeks through CTLS ASSESS by February 2024.</p> <p>Implementation (include person responsible):</p> <p>Pre-planning:</p>

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- July 25 – ELA/Reading Department Chair review ELA Action Step 2 and Performance Target with ELA teachers
- July 29 – ELA/Reading Department Chair provides specific details about the development of rubrics for CTLS, extended writing assignments
- July 29 – ELA teachers will develop a recognition strategy for students achieving proficiency on extended writing assignments

August:

- August 8 - ELA/Reading Department Chair reviews with ELA teachers at the department meeting how CCC time will be used to identify and develop extended writing assignments and standards-based rubrics
- August 19 – ELA teachers will finalize specific details about the development of rubrics for extended writing assignments and recognition strategies for students achieving proficiency
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on extended writing assignments, common rubrics, and instructional strategies

September:

- September 12 – ELA teachers will share successes and discuss obstacles, options, and next steps for identifying and developing extended writing assignments and common grading rubrics
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly CTLS, common formative assessments focusing on extended writing assignments and rubrics

October:

- October 10 - ELA teachers will share successes and discuss obstacles, options, and next steps for identifying and developing extended writing assignments and rubrics, as well as share successes of student recognition strategies
- October 14 - ELA teachers will share successes and discuss obstacles, options, and next steps for identifying and developing extended writing assignments and rubrics, as well as share successes of student recognition strategies with the administrative team
- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments

November:

- ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments
- Administration will provide release time to the ELA/Reading Department Chair to observe classrooms with the administrative team

December:

- December 12 - ELA/Reading Department Chair will present classroom walkthrough data at ELA Department meeting

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<p>January:</p> <ul style="list-style-type: none"> • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments • January 9 - District ELA, professional learning support staff will train ELA teachers during the department meeting on extended writing strategies • ELA CCCs will develop March Madness activities that address extended writing for students not showing mastery during CLIMB Academic Period • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments <p>February:</p> <ul style="list-style-type: none"> • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments <p>March:</p> <ul style="list-style-type: none"> • March 3 – ELA teachers will share successes and discuss obstacles, options, and next steps for identifying and developing key ideas, monthly common formative assessment questions with the administrative team • ELA teachers will deliver March Madness activities that address Key Ideas for students not showing mastery during CLIMB Academic Period • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments <p>April:</p> <ul style="list-style-type: none"> • ELA teachers will deliver March Madness activities that address Key Ideas for students not showing mastery during CLIMB Academic Period • ELA/Reading Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies supporting extended writing assignments
<p>Artifacts:</p> <ul style="list-style-type: none"> • CCC agendas • Guiding Coalition agendas • Professional learning schedule • Data room • Classroom walkthrough data
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • September 9 - The ELA/Reading Department Chair will report progress on the extended writing assignments administered every six weeks at the Guiding Coalition meeting • December 9 - ELA/Reading Department Chair will report progress on the extended writing assignments administered every six weeks at the Guiding Coalition meeting • March 10 - ELA/Reading Department Chair will report progress on the extended writing assignments administered every six weeks at the Guiding Coalition meeting

		<ul style="list-style-type: none"> • April 14 - The ELA/Reading Department Chair will report progress on the extended writing assignments administered every six weeks at the Guiding Coalition meeting • May 12 - The ELA/Reading Department Chair will report progress on the extended writing assignments administered every six weeks at the Guiding Coalition meeting
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GOAL #2 Math	The percent of students scoring a level 3 in Expressions and Equations in math will increase from 17% to 20% 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?
PMMS Math teachers will implement a 5-question assessment on Expressions and Equations at the end of each month and collect data in CTLS Assess.		<p>Performance Target: 100% of PMMS Math teachers will implement a 5-question assessment on Expressions and Equations at the end of each month and collect data in CTLS Assess by December 2024.</p> <p>Implementation (include person responsible):</p> <p>Preplanning:</p> <ul style="list-style-type: none"> • July 25 – Math Department Chair introduces math goal to the staff • July 29 – Math Department Chair provides specific details to math teachers, teachers trained in the basic skills of expressions and equations will redeliver to the new math support staff to ensure vertical alignment through grades 6-8, and teachers will develop a recognition strategy for students achieving proficiency on Expressions and Equations common formative assessments <p>August:</p> <ul style="list-style-type: none"> • Math Department Chair meeting will specify how CCC time will be used to identify instructional strategies for teaching Expressions and Equations and develop the monthly common formative assessments. • Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies and the monthly common formative assessments <p>September</p> <ul style="list-style-type: none"> • Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting

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- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments

October

- Administration will provide release time to the Math Department Chair to observe classrooms with the administrative team
- Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting
- October 14 - Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments with the administrative team on the Digital Learning Day
- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments

November

- Math Department Chair will present classroom walkthrough data at Math Department meeting
- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments
- Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting
- Administration will provide release time to the Math Department Chair to observe classrooms with the administrative team

December

- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments
- Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting
- Math Department Chair will present classroom walkthrough data at Math Department meeting

January

- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments

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<p>February</p> <ul style="list-style-type: none"> • Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting • Math Department Chair will present classroom walkthrough data at Math Department meeting • Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments • Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting • Administration will provide release time to the Math Department Chair to observe classrooms with the administrative team <p>March</p> <ul style="list-style-type: none"> • Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments • Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting • Math Department Chair will present classroom walkthrough data at Math Department meeting
<p>Artifacts:</p> <ul style="list-style-type: none"> • CCC agendas • Guiding Coalition agendas • CTLS data • Professional learning schedule • Classroom walkthrough data
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • September 9 - The Math Department Chair will report progress on 5-question common formative assessment at the Guiding Coalition meeting • December 9 - The Math Department Chair will report progress on 5-question common formative assessment at the Guiding Coalition meeting • March 10 - The Math Department Chair will report progress on 5-question common formative assessment at the Guiding Coalition meeting • April 14 - The Math Department Chair will report progress on 5-question common formative assessment at the Guiding Coalition meeting

	<ul style="list-style-type: none"> • May 12 - The Math Department Chair will report progress on 5-question common formative assessment at the Guiding Coalition meeting
<p>PMMS will implement Math Support classes in all grade levels for intentionally selected students to receive at least one 15-minute weekly mini-lesson on Expressions and Equations and monitor their progress through CTLS Assess.</p>	<p>Performance Target: 80% of students in PMMS Math Support classes will score proficient on the Expressions and Equations 15-minute weekly mini-lessons through CTLS Assess by March 2024.</p> <p>Implementation (include person responsible):</p> <p>Preplanning:</p> <ul style="list-style-type: none"> • July 29 - Teachers trained in the basic skills of expressions and equations will redeliver to the new math support staff to ensure vertical alignment through grades 6-8 • Math support teachers will develop a recognition strategy for students achieving proficiency in expressions and equations on common formative assessments <p>September:</p> <ul style="list-style-type: none"> • September 9 - Math Department Chair will collect student data from math support teachers and report progress at the Guiding Coalition meeting • Administration will conduct classroom walkthroughs to collect data on Expressions and Equations mini-lessons • Math support teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach expressions and equations and the development of monthly common formative assessments at the math department meeting • Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments <p>October</p> <ul style="list-style-type: none"> • Administration will provide release time to the Math Department Chair to observe math support classrooms with the administrative team • Math support teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments at the math department meeting • October 14 - Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments with the administrative team on the Digital Learning Day

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- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach expressions and equations and the development of monthly common formative assessments

November

- Math Department Chair will present math support classroom walkthrough data at Math Department meeting
- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments
- Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments at the math department meeting
- Administration will provide release time to the Math Department Chair to observe math support classrooms with the administrative team

December

- December 9 - Math Department Chair will collect student data from math support teachers and report progress at the Guiding Coalition meeting
- Administration will conduct classroom walkthroughs to collect data on Expressions and Equations mini-lessons
- Math Department Chair will present math support classroom walkthrough data at Math Department meeting
- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments
- Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments at the math department meeting

January

- Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments
- Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments at the math department meeting
- Administration will conduct classroom walkthroughs to collect data on Expressions and Equations mini-lessons

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<ul style="list-style-type: none"> Math support teachers will prepare March Madness Expressions and Equations lessons to support students during CLIMB Academic Period March Madness <p>February</p> <ul style="list-style-type: none"> Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments at the math department meeting Administration will conduct classroom walkthroughs to collect data on Expressions and Equations mini-lessons <p>March</p> <ul style="list-style-type: none"> March 10 - Math Department Chair will collect student data from math support teachers and report progress at the Guiding Coalition meeting Math support teachers will deliver March Madness Expressions and Equations lessons to support students during CLIMB Academic Period March Madness Math Department Chair will monitor CCC agendas to address time spent collaborating on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments Math teachers will share successes and discuss obstacles, options, and next steps on instructional strategies to teach 15-minute mini-lessons on expressions and equations and the development of common formative assessments at the math department meeting
<p>Artifacts:</p> <ul style="list-style-type: none"> Mini-lessons CCC agendas Guiding Coalition agendas CTLS data Professional learning schedule Classroom walkthrough data
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> September 9 - The Math Department Chair will report progress on 15-minute weekly mini-lesson on Expressions and Equations at the Guiding Coalition meeting December 9 - The Math Department Chair will report progress on 15-minute weekly mini-lesson on Expressions and Equations at the Guiding Coalition meeting March 10 - The Math Department Chair will report progress on 15-minute weekly mini-lesson on Expressions and Equations at the Guiding Coalition meeting

- April 14 - The Math Department Chair will report progress on 15-minute weekly mini-lesson on Expressions and Equations at the Guiding Coalition meeting
- May 12 - The Math Department Chair will report progress on 15-minute weekly mini-lesson on Expressions and Equations at the Guiding Coalition meeting

GOAL #3
 School Selected

The percent of student referrals for classroom disruption will decrease from 17% to 14% as measured by the 2024-2025 teacher office referrals that result in suspensions.

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?
All teachers will implement PBIS classroom behavior expectations and procedures as monitored by classroom walks.		<p>Performance Target: 80% of teachers will implement PBIS classroom behavior expectations and procedures as monitored by classroom walks by March 2024.</p> <p>Implementation (include person responsible):</p> <p>Pre-Planning:</p> <ul style="list-style-type: none"> • July 25 – Jennifer Hellman trains all teachers on “Classroom Expectations, Rules, and Procedures” during pre-planning • July 29 – Jennifer Hellman trains all teachers on “Actively Engage Students” during pre-planning • July 31 – PBIS Team train staff on the PBIS App and PBIS Expectations for the year <p>August</p> <ul style="list-style-type: none"> • August 5-9 – Teachers reinforce and reteach school procedures, policies, and expectations with all classes • August 7 – Administration conducts class meetings with students to review school expectations <p>September</p> <ul style="list-style-type: none"> • September 19 – Jennifer Helman trains staff on “Response Strategies for Inappropriate Behavior” • PBIS Team holds Brag and Boasts during grade levels <p>October</p> <ul style="list-style-type: none"> • October 24 – Jennifer Helman trains staff on “De-escalation Strategies” • PBIS Team holds Brag and Boasts during grade levels <p>November</p>

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	<ul style="list-style-type: none"> • PBIS Team holds Brag and Boasts during grade levels <p>December</p> <ul style="list-style-type: none"> • December 12 – PBIS Behavioral Coach reviews classroom walkthrough data during grade levels and celebrates gains • PBIS Team holds Brag and Boasts during grade levels <p>January</p> <ul style="list-style-type: none"> • January – Teacher check-in during grade levels, Brag and Boast during grade levels • Administration conducts class meetings with students to review school expectation <p>February</p> <ul style="list-style-type: none"> • February 10 - PBIS Team holds Brag and Boasts during grade levels <p>March</p> <ul style="list-style-type: none"> • March – PBIS Team holds Brag and Boasts during grade levels <p>Artifacts:</p> <ul style="list-style-type: none"> • Student Grade Level Behavior Meeting Agenda • Grade Level Agendas • Professional learning schedule • PBIS Classroom walkthrough data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • August 21 – Administration conducts classroom walkthroughs on PBIS Jennifer Hellman training to collect baseline data for November 7 walks • September 9 - PBIS Team Behavioral Coach will report progress on PBIS classroom behavior expectations and procedures classroom walkthrough data at the Guiding Coalition meeting • November 7 – PBIS Behavioral Coach and Administration conduct classroom walkthroughs to observe PBIS training implementation • December 9 - PBIS Team Behavioral Coach will report progress on PBIS classroom behavior expectations and procedures classroom walkthrough data at the Guiding Coalition meeting • February 5 – Administration conducts classroom walkthroughs on PBIS Jennifer Hellman training to collect growth data • March 10 - PBIS Team Behavioral Coach will report progress on PBIS classroom behavior expectations and procedures classroom walkthrough data at the Guiding Coalition meeting
<p>Disruptive students will apply self-regulation strategies from the Zones of Regulation as evident by quarterly student surveys given during</p>	<p>Performance Target: 80% of disruptive students will apply self-regulation strategies from the Zones of Regulation, as evidenced by monthly student surveys administered during behavior remediation and enrichment time blocks by February 2024.</p> <p>Implementation (include person responsible): Pre-Planning</p>

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behavior remediation and enrichment time blocks.

- June – PBIS Coach and Counselors identify Digital Zones of Regulation resources for use during CLIMB Behavior Period
 - July 29 – LaCreesha Hare trains teachers on Zones of Regulation
 - July 31 – PBIS Team advertises family training to support Zones of Regulation at home
- August
- August 29 – Administrative team provides teacher follow-up and support with staff during grade levels
- September
- September 9 – PBIS Coach will report progress at the Guiding Coalition meeting
 - September – PBIS Team holds Brag and Boasts during grade levels
 - Week of September 16 – Family Training for Zone Your Home during Morning and Evening
- October
- PBIS Team holds Brag and Boasts during grade levels
- November
- PBIS Team administers teacher questionnaires during grade levels
 - PBIS Team holds Brag and Boasts during grade levels
- December
- December 9 - The ELA/Reading Department Chair will report progress at the Guiding Coalition meeting
- January
- Administrative Team provides teacher check-in during grade levels
 - PBIS Team holds Brag and Boasts during grade levels
- February
- PBIS Team holds Brag and Boasts during grade levels
- March
- PBIS Team holds Brag and Boasts during grade levels
- April
- Teacher survey administered through Forms to determine success and gain feedback
 - PBIS Team holds Brag and Boasts during grade levels

Artifacts:

- Professional learning calendar
- Parent training schedule
- Questionnaire data
- Grade level agendas

Progress Monitoring:

- October 25 - Principal and Counselors will administer student surveys to Tier 3 students during behavior remediation and enrichment time blocks

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- November 22 - Principal and Counselors will administer student surveys to Tier 3 students during behavior remediation and enrichment time blocks
- December 9 - PBIS Team Behavioral Coach will report on the progress of implementation levels of self-regulation strategies from the Zones of Regulation as evident by quarterly student surveys given during behavior remediation and enrichment time blocks to Tier 3 students at the Guiding Coalition meeting
- January 31 - Principal and Counselors will administer student surveys to Tier 3 students during behavior remediation and enrichment time blocks
- March 10 - PBIS Team Behavioral Coach will report on the progress of implementation levels of self-regulation strategies from the Zones of Regulation as evident by quarterly student surveys given during behavior remediation and enrichment time blocks to Tier 3 students at the Guiding Coalition meeting
- March 28 - Principal and Counselors will administer student surveys to Tier 3 students during behavior remediation and enrichment time blocks
- April 14 - PBIS Team Behavioral Coach will report on the progress of implementation levels of self-regulation strategies from the Zones of Regulation as evident by quarterly student surveys given during behavior remediation and enrichment time blocks to Tier 3 students at the Guiding Coalition meeting

Final Notes

Principal Signature

Assistant Superintendent

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