

School Name: Durham Middle School
Date: 6/10/2025

<b>GOAL #1</b> <b>Literacy</b>	The percent of students scoring proficiency will increase from 66% to 69% as measured by the 2025-2026 Georgia Milestones in the domain of Vocabulary Acquisition and Use.
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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?
ELA, Science, and Social Studies teachers will employ differentiated instruction, including tiered assignments, flexible grouping, reteaching/enrichment strategies, a minimum of two times per week in all classes.	August 2025	<p><b>Performance Target:</b> 100% of ELA, Science, and Social Studies teachers will plan and implement differentiated instruction, tiered assignments, flexible grouping, a minimum of two times per week by November 2025.</p> <hr/> <p><b>Implementation (include person responsible):</b></p> <p><b>Pre-planning:</b></p> <ul style="list-style-type: none"> <li>Provide professional learning on differentiated instructional strategies including tiered assignments, flexible grouping, and reteaching/enrichment strategies to all academic teachers (teacher leaders and department chairs)</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>Implementation begins during daily instruction</li> <li>CCCs: Continue to receive support to plan differentiated instruction based on assessment data (administration/district coaches)</li> </ul> <p><b>October:</b></p> <ul style="list-style-type: none"> <li>Monthly walkthroughs focusing on effective differentiated instruction (administration and department chairs)</li> <li>One on one and CCC training for grade levels/content areas that need additional support (teacher leaders)</li> </ul>

		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Walkthrough forms</li> <li>CCC Unit Plan Document</li> <li>PL Schedule</li> </ul>
		<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>Walkthroughs conducted by administration, teacher leaders and department chairs</li> <li>Unit Plan review with constructive feedback by administration</li> <li>Additional walkthroughs after individual support to ensure implementation</li> </ul>
Academic teachers will employ direct instruction for content and assessment vocabulary throughout each unit.	August 2025	<b>Performance Target:</b> 100% of academic teachers will employ direct instruction for content and testing vocabulary throughout each unit by December 2025.
		<b>Implementation (include person responsible):</b> <b>Pre-Planning:</b> <ul style="list-style-type: none"> <li>Professional learning provided for direct instruction for vocabulary including 4 key strategies: pre-teaching, Frayer model, semantic mapping, and frequent interactive review (ELA department chair)</li> <li>ELA teachers will also receive professional learning for implementation of morphemic analysis in addition (ELA department chair)</li> </ul>
		<b>September:</b> <ul style="list-style-type: none"> <li>Implementation begins during instruction</li> <li>Professional learning provided by ESOL department chair to address vocabulary needs among EL learners (ESOL department chair)</li> <li>CCCs: receive additional support to incorporate vocabulary strategies consistently throughout a unit (administrative team)</li> </ul>
		<b>October and November:</b> <ul style="list-style-type: none"> <li>Monthly walkthroughs focusing on vocabulary strategy instruction (administration/district coaches)</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Walkthrough forms</li> <li>CCC Unit Plan Document</li> <li>PL Schedule</li> </ul>

		<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>Walkthroughs conducted by administration, teacher leaders and department chairs</li> <li>Unit Plan review with constructive feedback by administration</li> <li>Additional walkthroughs after individual support to ensure implementation</li> </ul>
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<b>GOAL #2</b> <b>Math</b>	<b>The percent of 8<sup>th</sup> grade students scoring proficiency will increase from 60% to 63% as measured by the 2025-2026 Georgia Milestones.</b>
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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 implement tiered instruction at least one time per week.	August 2025	<b>Performance Target: 100% of our 8<sup>th</sup> grade math teachers will implement tiered practice at least one time per week by November 2025.</b>
		<b>Implementation (include person responsible):</b> <b>Pre-planning:</b> <ul style="list-style-type: none"> <li>Provide professional learning on tiered instructional strategies to all Math teachers (Math department chair)</li> </ul> <b>September:</b> <ul style="list-style-type: none"> <li>Implementation begins during daily instruction</li> <li>CCCs: Continue to receive support to plan tiered instruction based on assessment data (administration/district coaches)</li> </ul> <b>October:</b> <ul style="list-style-type: none"> <li>Monthly walkthroughs focusing on effective tiered instruction (administration/department chair/district coaches)</li> <li>One on one and CCC training for grade levels areas that need additional support (teacher leaders/administration)</li> </ul>

		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Walkthrough forms</li> <li>CCC Unit Plan Document</li> <li>PL Schedule</li> </ul>
		<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>Walkthroughs conducted by administration and department chair</li> <li>Unit Plan review with constructive feedback by administration</li> </ul>
Math teachers will implement application activities at least two times per Math unit.	August 2025	<b>Performance Target: 100% of our 8<sup>th</sup> grade math teachers will implement application activities at least two times per Math unit by December 2025.</b>
		<b>Implementation (include person responsible):</b> <b>Pre-planning:</b> <ul style="list-style-type: none"> <li>Provide professional learning on instructional strategies that include application activities to all Math teachers (Math department chair)</li> </ul>
		<b>September:</b> <ul style="list-style-type: none"> <li>Implementation begins during daily instruction</li> <li>CCCs: Continue to receive support to plan application activities (administration/district coaches)</li> </ul>
		<b>October:</b> <ul style="list-style-type: none"> <li>Monthly walkthroughs focusing on application activities (administration and department chair)</li> <li>One on one and CCC training for grade levels areas that need additional support (administration)</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Walkthrough forms</li> <li>CCC Unit Plan Document</li> <li>PL Schedule</li> </ul>
		<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>Walkthroughs conducted by administration and department chair</li> <li>Unit Plan review with constructive feedback by administration</li> </ul>

<b>GOAL #3</b> <b>School Selected</b>	The percent of students who do not receive an office referral will increase from 87% to 90% measured by Positive Behavior Interventions and Supports (PBIS) data.
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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?
All teachers will effectively implement tier one strategies daily to address behavior concerns in the classroom, hallway, cafeteria, and restroom.	August 2025	<b>Performance Target: 100% of teachers will effectively implement tier one behavior strategies to address student behaviors that occur in the classroom, hallway, cafeteria, and restrooms by December of 2025.</b>
		<b>Implementation (include person responsible):</b> <b>Pre-planning:</b> <ul style="list-style-type: none"> <li>Provide professional learning on tier one behavior strategies to all teachers (administration and PBIS Coach)</li> </ul>
		<b>September:</b> <ul style="list-style-type: none"> <li>Implementation begins during daily instruction</li> <li>Grade levels: Continue to receive support to effectively address tier one behaviors with appropriate interventions (administration/district coaches)</li> </ul>
		<b>October and November:</b> <ul style="list-style-type: none"> <li>Monthly PBIS data review with professional learning to address full implementation (administration/PBIS coaches)</li> <li>One on one professional learning for those teachers who need additional support (administration)</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>PBIS Rewards data</li> <li>Administrative referral data</li> <li>PL Schedule</li> </ul>
		<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>Monthly PBIS and Administrative referral data review</li> </ul>

<p>All teachers will effectively implement tier two strategies daily to address behavior concerns with specifically identified students in need of this support.</p>	<p>August 2025</p>	<p><b>Performance Target:</b> 100% of teachers will effectively implement tier two behavior strategies with identified students in need of tier two support by December of 2025.</p>
		<p><b>Implementation</b> (<i>include person responsible</i>):</p> <p><b>Pre-planning:</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning on tier two behavior strategies to all teachers (administration and PBIS Coach)</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>• Implementation begins during daily instruction</li> <li>• Grade levels: Continue to receive support to effectively address tier two behaviors with appropriate interventions (administration/district coaches)</li> </ul> <p><b>October and November:</b></p> <ul style="list-style-type: none"> <li>• Monthly PBIS data review with professional learning to address full implementation (administration/PBIS coaches)</li> <li>• One on one professional learning for those teachers who need additional support (administration)</li> </ul>
		<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• PBIS Rewards data</li> <li>• Administrative referral data</li> <li>• Tier Two intervention data</li> <li>• PL Schedule</li> </ul>
		<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Monthly PBIS and Administrative referral data review</li> </ul>

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