

School Name: Awtrey Middle School
Date: June 15, 2025

GOAL #1 Literacy	The percent of students scoring Level 3 and 4 will increase from 48% to 51% as measured by the 2025-2026 English Language Arts 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?
Language Arts, Reading, Science and Social Studies teachers will incorporate reading strategies to develop students' inferencing skills.	August 2025	Performance Target: 100% of Language Arts, Reading, Science and Social Studies teachers will incorporate reading strategies, including using text evidence, activating prior knowledge, and making predictions, to develop student's inferencing skills. Implementation (<i>include person responsible</i>): <u>July/August:</u> Implement professional learning for incorporating selected reading strategies within instructional plans (Language Arts, Reading, Science and Social Studies teachers). <u>Ongoing:</u> Incorporate text within at least one CFA and each CSA within an instructional unit to require the use of inferencing skills (Language Arts, Reading, Science and Social Studies teachers).

		<p>Artifacts:</p> <ul style="list-style-type: none"> • Professional Learning Presentations • Class Lesson/Unit Plans • Student Work Products <p>Progress Monitoring:</p> <p>Monitor lesson/unit plans, collect/review text/tasks that require the use of inferencing skills, and share progress in CCC-focused meetings.</p>
<p>Language Arts, Reading, Science and Social Studies teachers will incorporate assessment strategies to develop students’ inferencing skills.</p>	<p>August 2025</p>	<p>Performance Target:</p> <p>100% of Language Arts, Reading, Science and Social Studies teachers will incorporate inference-based reading comprehension questions to develop student’s inferencing skills.</p> <p>Implementation (<i>include person responsible</i>):</p> <p><u>July/August:</u> Implement professional learning for developing assessment items that require inferencing skills (Language Arts, Reading, Science and Social Studies teachers).</p> <p><u>Ongoing:</u> Incorporate assessment items within at least one CFA and each CSA within an instructional unit to require the use of inferencing skills (Language Arts, Reading, Science, and Social Studies teachers).</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Professional Learning Presentations • Assessment Items/Data • Student Work Products

	Progress Monitoring: Monitor assessment plans/data, collect/review assessment items that require the use of inferencing skills, and share progress in CCC-focused meetings.
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GOAL #2 Math	The percent of students scoring Level 3 and 4 will increase from 44% to 47% as measured by the 2025-2026 Mathematics 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?
Math teachers will assess students' mastery of the math priority standards with CFA and CSA and develop extension and intervention opportunities to increase math proficiency for all students.	August 2025	Performance Target: 100% of our math teachers will assess students with respect to mastery of the math priority standards within each instructional unit to support a minimum proficiency level of 74%.
		Implementation (<i>include person responsible</i>): <u>July/August:</u> Coordinate the initial development of the progress monitoring spreadsheet, CFA and CSA, and extension and intervention plans (math teachers). <u>Ongoing:</u> Report progress monitoring within each instructional unit with respect to student mastery of the math priority standards and maintain a cycle of intervention and extension opportunities during math class periods, Math Literacy Applications class sections, math tutoring sessions, and Viking Block (math teachers with support from grade level teams and administration for Viking Block flexible grouping periods).

	<p>Artifacts:</p> <ul style="list-style-type: none"> • Disaggregated Data Reports • Extension/Intervention Plans • Student Work Products <p>Progress Monitoring:</p> <p>Monitor assessment data and review adopted spreadsheet to monitor progress of those students who initially achieved below 74%.</p>
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GOAL #3 School Selected	All students served within shared teaching teams will achieve a minimum proficiency level of 74% as measured by CSA.
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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?
Special education shared teaching teams will use CFA data to align with shared teaching models to support the academic growth of all students served.	August 2025	<p>Performance Target:</p> <p>100% of students served within shared teaching teams will achieve 74% or higher on all CSA.</p> <p>Implementation (<i>include person responsible</i>):</p> <p><u>July/August:</u> Implement professional learning for using shared teaching models effectively (all shared teaching teams within core classes).</p>

	<p><u>Ongoing</u>: Incorporate different shared teaching models within each instructional unit and identify how the CFA data is aligned to the selected models (all shared teaching teams within core classes).</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Professional Learning Presentations • Class Lesson/Unit Plans • CFA/CSA Data <p>Progress Monitoring:</p> <p>Monitor lesson/unit plans with CFA analysis with alignment to shared teaching models, review CSA results, and conduct classroom observations.</p>
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Final Notes
Principal Signature
Assistant Superintendent