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: Awtrey Middle School
Monitoring Date: January 15, 2026

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.**

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

Language Arts, Reading, Science and Social Studies teachers will incorporate reading strategies to develop students' inferencing skills.	**Artifacts:** Professional learning presentation for language arts, reading, science and social studies teachers for instructional strategies to support the development of inferencing skills. Lesson/Unit plans that incorporate instructional strategies to support the development of inferencing skills. Student work products that require the use of inferencing skills. **Artifact Summary:** Our gifted subject area coordinator led our professional learning for integrating inferencing strategies within instruction, and our collaborative teams reviewed inferencing instructional strategies within horizontal and vertical teams. Planned lessons demonstrate an emphasis on inferencing skills, and classroom observations indicate a focus on inferencing strategies.	**Evidence:** 100% of language arts, reading, science and social studies teachers incorporated inferencing strategies within instruction. **Evidence Summary:** After this first semester with an emphasis on inferencing strategies, an additional professional learning opportunity is planned. This second training will focus on successes and challenges regarding teaching inferencing skills. Collaborative teams will share experiences and continue to grow to support our students with developing inferencing skills.

Language Arts, Reading, Science and Social Studies teachers will incorporate assessment strategies to develop students' inferencing skills.	**Artifacts:** Professional learning presentation for language arts, reading, science and social studies teachers for assessment strategies to measure the development of inferencing skills. Assessments that incorporate inferencing items to monitor the development of inferencing skills. Student work products that demonstrate proficiency with using inferencing skills. **Artifact Summary:** Our reading subject area coordinator led our professional learning for creating assessment items that require inferencing skills, and collaborative teams are incorporating inferencing assessment items with common assessments. Student growth with inferencing skills is being monitored with these planned assessments.	**Evidence:** 100% of language arts, reading, science and social studies teachers incorporated inference-based reading comprehension questions to develop students' inferencing skills. **Evidence Summary:** From the initial assessment offerings that ended in November, baseline data was formed to support progress monitoring with the second data collection that ends in January. Differentiated offerings will continue to be used to address the different levels of proficiency.

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.**

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

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.	**Artifacts:** Disaggregated data reports are used to identify students needing additional support. Extension/Intervention plans are used to provide differentiated support, including reteaching opportunities during Viking Block and Math Lit Apps. Student work products demonstrate the increased level of mastery with identified priority standards. **Artifact Summary:** Our math subject area coordinator is leading the monitoring of math achievement with a focus on 74% proficiency with math priority standards. An emphasis on reteaching and reassessing supports students with meeting proficiency. Math classes, Math Lit Apps, Viking Block and Math Lab are used to provide differentiated offerings.	**Evidence:** 100% of math teachers monitor student progress with mastering math priority standards, and a cycle of teaching and assessing is used to support at least a 74% level of achievement. **Evidence Summary:** Math teachers continue to realize an increase level of mastery with respect to the math priority standards. Our goal of a 74% mastery level facilitates the use of multiple offerings to ensure success: math classroom differentiation, Math Lit Apps support, Viking Block flexible grouping interventions, and before school Math Lab. Specialized math tutoring begins this semester for an additional offering for students who are struggling to meet the expected achievement level.

GOAL #3 **School Selected**	**All students served within shared teaching teams will achieve a minimum proficiency level of 74% as measured by CSA.**

Action Step(s)	**Summary of Artifacts Indicating Implementation (See SSP)**	**Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals**

Special education shared teaching teams will use CFA data to align with shared teaching models to support the academic growth of all students served.	**Artifacts:** Professional learning presentation for shared teaching teams for shared teaching models. Lesson/Unit plans that incorporate selected shared teaching models with corresponding activities. Data from common assessments, formative and summative, to monitor student progress. **Artifact Summary:** County-level special education team members support our focus for addressing student intervention needs with shared teaching models. This professional learning continues from the initial training with team members collaborating with grade level content area teams monthly to join horizontal team meetings, reinforcing specialized instruction priorities.	**Evidence:** 100% of shared teaching teams are utilizing shared teaching models to address student achievement goals. **Evidence Summary:** Common assessment data is being used in conjunction with other planned assessments to identify deficit areas for remediation. Shared teaching teams are aligning student learning needs with shared teaching models to increase student achievement to a minimum target of 74% proficiency. Classroom observations are an indicator for progress within this goal.