

## Comprehensive Progress Report

**Mission:**

Alexander Graham Middle School will provide a rigorous and relevant education while building an inclusive community that cultivates individual strengths and a respect for self and others, with a focus on high academic achievement.

**Vision:**

Alexander Graham Middle School will prepare and support all students to be successful academically, socially and emotionally.

**Goals:**

The percentage of students who score at the College and Career Ready (CCR) level on the Math I EOC will increase from 83.2 % in SY 24-25 to 100% in SY 25-26. (Goal 3, Guardrail 1; A2.04, A.4.01; B1.03; B2.03, B3.03, C2.01, D.1.02)

The number of incidents resulting in Out of School suspension will decrease from 575 in SY 24-25 to 489 in SY 25-26. (Guardrail 2; A1.07, A4.06, E1.06)

The percentage of students scoring at the CCR level on the grade appropriate EOG ELA test will increase to 50% in 6th grade, 45% in 7th grade, and 39.2% in 8th Grade (Goal 2, Guardrail 1; A2.04, A.4.01; B1.03; B2.03, B3.03, C2.01, D.1.02)

100% of all instructional staff will implement Capturing Kids Hearts with fidelity. (Guardrail 3; A1.07, A4.06)

We will increase our students with disabilities subgroup performance grade from a C to a B or higher in 2025-26. (Guardrail 1, D1.02, A1.07)

The Average Daily Attendance Rate will increase from 90.2% in SY 24-25 to 92% in SY 25-26 (Guardrail 3; E1.06, C2.01)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goal that aligns to this indicator is We will increase our students with disabilities subgroup performance grade from an F to a D or higher in 2023-24.

Our preliminary data from EOY testing shows that 18.5% of our SWD subgroup met GLP standards, and 4.7% met CCR Standards. These were increases of 4.5% and 4.7% respectively, from the 2022-2023 testing year. Within this data, a challenge for us is a large discrepancy in achieving GLP or CCR between grade levels and subjects. 6th grade ELA achievement was down 5.4% (GLP) and .2% (CCR) from the prior year. 6th grade math had a decrease of 1.5% in students demonstrating GLP, but an increase of 3.4% for CCR achievement. Seventh grade ELA showed a similar trend, dropping in both GLP and CCR for the SWD categories. Math had an increase of 1.7% CCR this year, but the number of students who were grade level proficient dropped by 5.6%. 8th grade demonstrated a large increase in students meeting or exceeding grade level standards: ELA increased 13% GLP and 10.6% CCR. Math increased 13.5% GLP and 10.9% CCR. Science posted huge gains, with a 21% increase in SWD GLP and a 14.3% increase in CCR.

We identified that professional development and coaching for both EC and gen ed teachers was an area of opportunity and conducted Language Live, Transmath and Easy CBM training so that EC teachers could more effectively teach and progress monitor EC students, as part of our TSI designation. In addition, we implemented RELAY training for instructional leaders and a co-teaching professional development series for EC and gen ed teachers who work together. We used community resources to implement Out of School Tutoring Time to provide additional instructional time to students based on need. This offers us opportunities as a science department to share knowledge and strategies vertically. One of our 8th grade science teachers is moving to support the 7th grade team and standards in science. We will onboard several new science teachers who bring experience and ideas to the PLC and department.

Limited Development  
09/20/2023

<p><b>How it will look when fully met:</b></p>	<p>The school will have all the resources needed to support our diverse learners when fully implemented. Students will be provided differentiated instruction to grow them towards or beyond grade-level proficiency. When fully staffed, teachers will work collaboratively to plan and implement rigorous, aligned instruction. When fully implemented, the school will meet or exceed growth expectations, and see an increase in student mastery of grade level standards, as indicated by End of Year assessments.</p>		<p><b>Darryl Conner</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>2/21/24</p>	<p>As part of our TSI designation, we will increase our SWD subgroup performance grade from an F to a D (or higher) in 2023-2024 through the implementation of Learning Live, Transmath, SDI Differentiation strategies training, and Easy CBM training. (Goal 2, Goal 3, Guardrail 1)</p>		<p>Alicia Hash</p>	<p>06/10/2026</p>

Notes: 2.21.24

EC Data trackers have been created and are implemented.  
All EC teachers are Easy CBM trained.  
All 6-8 resource classes are implementing Learning Live and Transmath.  
Walkthroughs are used to monitor fidelity.  
Monthly coaching visits with all EC teachers and co-teachers.

2.28.24

PD session 2.14.24 on monitoring and exiting TSI designation.  
Monitoring is ongoing.

6.3.24

Continued monitoring and growth in this subgroup is needed.

12.7.24-

Due to TSI status, EC and Content Co teaching pairs will undergo professional development around specially designed instruction coordinated by our EC Resource Teacher and AP. This PD is in the process of being planned. During this session, teachers will discuss ways to differentiate instruction using curriculum suggested moves that does not eliminate the rigor of the task provided. In addition to the PD, we are ensuring that our EC staff members have been trained on Easy CBM to monitor progress of goals for students with SWD. We have also conducted data chats with all PLCs. During the data chats we reviewed how students were performing on benchmark assessments and discussed how to utilize the co teacher to support reengagement strategies for students who did not master the content. For classes that needed additional support we have assigned the EC assistant to go in and support ELA and Math Classes to pull small groups of students on each grade level hallway (strategic scheduling). A TSI student data tracker has been created to identify how students are progressing through benchmarks, classroom assessments and general screeners.

6/25- AGMS\_ ATSI School Annual Resource Allocation Review Self-Assessment-

[https://docs.google.com/document/d/1zpl07WgwzwaJc\\_oy98g3xAtu\\_TJD\\_CsGLsrxlkLxR8/edit?usp=sharing](https://docs.google.com/document/d/1zpl07WgwzwaJc_oy98g3xAtu_TJD_CsGLsrxlkLxR8/edit?usp=sharing)

8/1/24 Within the 2024-25 school year, our school identified the following resource inequity: professional development and coaching. As a result, our school plans to mitigate this inequity by utilizing RELAY strategies and providing professional development to increase the school's capacity around coaching and instructional best practices. (CMS Goal 2, Goal 3, Guardrail 4)

Complete 06/10/2026

Alicia Hash

06/10/2026

Notes:

6/25/25 Completed ATSI School Annual Resource Allocation Self-Assessment

Alicia Hash

06/30/2026

Notes: 6/25- AGMS\_ ATSI School Annual Resource Allocation Review Self-Assessment-  
[https://docs.google.com/document/d/1zp1o7WgwzwaJc\\_oy98g3xAtu\\_TJD\\_CsGLgsrxlkLxR8/edit?usp=sharing](https://docs.google.com/document/d/1zp1o7WgwzwaJc_oy98g3xAtu_TJD_CsGLgsrxlkLxR8/edit?usp=sharing)

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goals that align to this indicator are:

AG1 The percentage of students who score at the College and Career Ready (CCR) level on the Math I EOC will increase from 83.3% in SY 24-25 to 100% in 25-26. (Goal 3, Guardrail 1; A2.04, A.4.01; B1.03; B2.03, B3.03, C2.01, D.1.02)

AG 2 The percentage of students scoring at the CCR level on the grade appropriate EOG ELA test will increase from 48.6 % to 50% in 6th grade, 48.3% to 45% in 7th grade, and from 46.8 to 39.2% in 8th grade. (Goal 2, Guardrail 1; A2.04, A.4.01; B1.03; B2.03, B3.03, C2.01, D.1.02)

Our school data indicates that we achieved 21.7% Grade Level Proficiency and 6.9% College and Career Ready rates for the 24-25 school year in Math 8. This exceeded our goal of 15.8% GLP and 5% CCR. In Math I, 100% of our 8th graders were Grade Level Proficient, with 83.3% College and Career Ready. Our Math scores overall showed tremendous success in the SY 24-25, exceeding our goals across all 3 grade levels. Grade level performance was as follows: 6th Grade exceeded their goal of 64.9% GLP/46.8% CCR with 70.8% GLP/54% CCR; 7th Grade exceeded their goal of 51.8% GLP/36.7% CCR with 65% GLP/46% CCR; 8th Grade exceeded their goal of 15.8% GLP/5% CCR with 21.7% GLP/6.9% CCR. Our ELA EOG results also showed tremendous success in SY 24-25. Grade level performance was as follows: 6th Grade exceeded their goal of 51.9% GLP/37.8% CCR with 69.5% GLP/48.6% CCR by the end of the year; 7th Grade exceeded their goal of 48.4% GLP/27.8% CCR with 69.8%GLP/48.3% CCR; 8th Grade exceeded their goal of 50% GLP/41% CCR with 67.9%GLP/46.8% CCR.

Our data from EOY testing shows that we met growth across all subgroups in the SY 24-25, and met all goals in the SY 24-25. Alexander Graham's letter grade went from a C to D during this school year.

In SY 24-25 to work towards this goal we spent time in pod chats discussing student progress and planning individualized meetings and plans for identified students. To support our students in Math and ELA, we used i-Ready, EOG, MVPA data to create Pride groups that used the CKH and AVID enrichment activities to support or enrich students based on identified strengths or needs. We spent time in PLCs looking at Mastery Connect data. We advanced in our use of Branching Minds to develop and monitor plans and inform decisions on student needs. The MTSS STP was used to design Pride groups and assign students to DreamBox or IReady. Opportunities for the 2025-2026 school year

Limited Development  
08/01/2024

include the onboarding of several new teachers who bring experience and ideas to the PLC and department.

This school year we are utilizing EIT staff to lead PLCs through planning and implementation of the OUR, EL and CMS Designed Math I curricula. With the addition of these highly qualified staff members, we will continue intervention and enrichment time in the Must Do section of the ELA and Math classes at all levels. Teachers will use targeted small groups and STP interventions to support all learners.

**How it will look when fully met:**

When this objective is fully met, data collected from strong core instruction (i.e. teachers' observations, instructional observations, iReady, etc.) will guide the MTSS team in understanding academic trends across the school and grade levels. The MTSS Leadership Team will use this information to better inform and support teachers in implementing research-based strategies across the tiers that continuously fortify the core instruction, thus positively impacting student learning. Through flexible groups within the Must Do time in ELA and Math, students will be placed in homogeneous targeted or intensive groups for support, or in enrichment groups to support current grade level learning and student interests. As a result, students will gain the academic skills to improve their understanding of the content and will be able to show proficiency on grade level standards. When fully implemented, we will meet our annual goals for Math 8 and ELA 6-8. Our Math 8 students will be 25% Grade Level Proficient and 10% College and Career Ready, as measured by the End of Grade test. Our ELA students will perform as follows on the End of Grade assessment: 6th grade: 60% GLP, 50% CCR; 7th grade: 55% GLP, 45% CCR; 8th grade: 5%8.5 GLP, 39.2% CCR. Evidence of implementation: MTSS/SST PLC meeting agendas, lesson plans, observations, MTSS Tier II/III meetings, data collected from interventions, IXL, IReady, Dreambox progress monitoring data

Kimberly Anderson

06/10/2026

**Actions**

2 of 4 (50%)

8/1/24

Monitor the effectiveness of Master Schedule shifts and the Intensive ML Plan created to design intentional ML grouping to grow students' language proficiency, as measured on ACCESS. (CMS Goal 2, Goal 3, Guardrail 1).

Jasmine Walters  
(2022)

06/10/2026

Notes: 6/27- ML Intensive Plan-  
<https://docs.google.com/document/d/1uN5BOzRt03cxQASO0bVpxNu0DtthGTi-bAnxYmoTt88/edit?tab=t.0>

8/1/24	Within the 2025-2026 school year, our ATSI school will continue to monitor the effective implementation of the following evidenced-based intervention(s) Language Live and Trans Math, to increase overall performance of students with disabilities (CMS Goal 2, Goal 3, Guardrail 1).	Complete 06/10/2025	Jasmine Walters (2022)	06/10/2026
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Notes: 12/7/24- Currently, we are ensuring that our EC staff members have been trained on Easy CBM to monitor progress of goals for students with SWD. We have also conducted data chats with all PLCs. During the data chats we reviewed how students were performing on benchmark assessments and discussed how to utilize the co teacher to support reengagement strategies for students who did not master the content. For classes that needed additional support we have assigned the EC assistant to go in and support ELA and Math Classes to pull small groups of students on each grade level hallway (strategic scheduling). A TSI student data tracker has been created to identify how students are progressing through benchmarks, classroom assessments and general screeners.

6/25- AGMS\_ ATSI School Annual Resource Allocation Review Self-Assessment-  
[https://docs.google.com/document/d/1zplo7WgwzwaJc\\_oy98g3xAtu\\_TJD\\_CsGLgsrxlkLxR8/edit?usp=sharing](https://docs.google.com/document/d/1zplo7WgwzwaJc_oy98g3xAtu_TJD_CsGLgsrxlkLxR8/edit?usp=sharing)

6/26/25	Completed ATSI School Annual Resource Allocation Self-Assessment	Complete 06/30/2025	Alicia Hash	06/30/2026
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Notes: 6/25- AGMS\_ ATSI School Annual Resource Allocation Review Self-Assessment-  
[https://docs.google.com/document/d/1zplo7WgwzwaJc\\_oy98g3xAtu\\_TJD\\_CsGLgsrxlkLxR8/edit?usp=sharing](https://docs.google.com/document/d/1zplo7WgwzwaJc_oy98g3xAtu_TJD_CsGLgsrxlkLxR8/edit?usp=sharing)

8/1/24	PLCs will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (CMS Goal 2, Goal 3, Guardrail 1, Guardrail 4, FAM-3).		Jasmine Walters (2022)	11/25/2026
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Notes: 11/25/25- Each PLC completed a data dive presentation to share trends and create next steps for students using the response to benchmark plans. Two days were taken to dig deep into each PLC and feedback was given regarding their plans to support students. Each content admin joined the conversation to follow up on the plans that were created to ensure that the plans were executed in each classroom. This will continue to happen as we move throughout the year after each benchmark is given.

<https://docs.google.com/document/d/1ddyhZY9uyQ5Dcs2HrzZDcwy-tu1bv7aABFsGIJFmjfE/edit?usp=sharing>

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goals that aligns to this indicator is The percentage of 8th-grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 14.1% in SY2021-22 to 28% in SY2023-24. and Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 55.8% in SY2021-22 to 23% in SY2023-24.

This year our 8th grade math data shows that students increased an average of 1.24%ile points in Math 8 and 9.84%ile points in Math I. We had 13.1% of our 8th graders demonstrate Grade Level Proficiency on the EOG Math 8 exam. EVAAS had projected 0% proficient, so we are very proud of our results.

Our suspension rate for Black students decreased from our benchmark year rate of 55.8% to 41.7%. While this decrease is a success, we still have a challenge of decreasing both the number/percent of suspensions assigned to black students, and to decrease the disproportionality between black and white students (41.7% to 22.9% respectively). Given that our white students outnumber the black students by 2:1, the disproportionality is even more of a challenge. This gives us the opportunity to target our professional development next year towards teachers who struggle with this group's classroom management, as well as promote and enlist the teachers who do it well, to serve as mentors and models. This year we regularly communicated school-wide expectations to students and parents. We had quarterly assemblies by grade level, we reminded students that cell phones were only for lunch and FIT. Mr. Conner shared weekly parent calls and newsletters, teachers used ParentSquare to communicate regularly with parents. SEL lessons for self-management and self-efficacy were created and shared by our student services team.

Limited Development  
09/13/2023

<p><b>How it will look when fully met:</b></p>	<p>Our school has a well-developed SEL curriculum and clear, common expectations for student behavior throughout the building. Wise Ways stresses relationship building and modeling self-regulation and self-control for students. These are opportunities for us to continue to seize as the 2023-24 school year begins.</p> <p>When fully implemented, all teachers in the building will utilize the Tiered Behavior Matrix and the Capturing Kids Hearts/Caring Schools curriculum and resources to address classroom-level behaviors. A positive classroom environment, where students feel empowered to self-manage their behavior and provide gentle reminders to their peers, will exist in every classroom, every block. Common language from our book study, school-wide rules, and other professional development sessions (CKH, Restorative Practices) will be heard throughout the building and observed during walkthroughs and formal observations.</p> <p>Regular self-reflection, as well as reflection during observation post-conferences and PDP conferences, will provide teachers and staff a chance to view discipline data and develop individual strategies for their classrooms and their students to better build a caring classroom community.</p> <p>Through our implementation and action steps, the number of instructional days lost to in-school and out-of-school suspension will decrease. We will see a decrease in disproportionality and a rise in the number of students reporting a trusting relationship with an adult at school.</p>		<p>Darryl Conner</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>5 of 6 (83%)</b></p>		
	<p>8/1/24 School staff will implement and model Capturing Kids Hearts EXCEL model to include all classes developing, rating and monitoring a Social Contract with each class to teach students self-monitoring and self-management skills, as well as develop a positive classroom community (Guardrail 2, Guardrail 3).</p>	<p>Complete 06/10/2025</p>	<p>Kimberly Anderson</p>	<p>11/08/2024</p>
<p>Notes:</p>				

8/17/24	Staff will use ParentSquare to maintain communication with parents about student behaviors and provide instructional information (Guardrail 2, Guardrail 3).	Complete 06/10/2025	Classroom Teachers	12/01/2024		
<i>Notes:</i>						
8/1/24	Each quarter, grade level administrator along with the BMT and counselor will host Reset assemblies and activities to reinforce school expectations to ensure students are reminded of CMS code of conduct, student rights and responsibilities and The Bulldog Way(Guardrail 2, Guardrail 3).	Complete 06/10/2025	Grade Level Administrator	04/30/2025		
<i>Notes:</i>						
9/13/23	Classroom discipline data will be monitored through Educator's Handbook and monthly feedback on discipline focus areas will be discussed during grade level and culture team meetings and used to establish criteria for quarterly student incentives. Professional development will be focused on areas of need, according to our data (Guardrail 2, Guardrail 3)		Jared Norwood	06/10/2025		
<i>Notes:</i> 11.21.23 First Quarter HERO incentive Monthly Culture Team meetings held						
8/1/24	Staff will use the tiered behavior matrix and Educators Handbook platform to document major and minor discipline incidents, as well as merit-earning behavior, to hold students accountable for their actions. Educator's Handbook will be monitored to give teachers feedback on implementation to ensure consistency (Guardrail 2, Guardrail 3)	Complete 06/10/2025	Grade Level Administrators	06/10/2025		
<i>Notes:</i>						
8/1/24	School expectations, reminders and updates are sent through the Bulldog Bulletin, Grade Level Newsletters, Daily Updates and teacher communication through parent square to convey consistent, reliable information to school staff. (Guardrail 3)	Complete 06/10/2025	Darryl Conner	06/10/2025		
<i>Notes:</i>						
<b>!</b>	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The SIP goals that align to this indicator are:  AG1 The percentage of students who score at the College and Career Ready (CCR) level on the Math I EOC will increase from 73.5% in SY 23-24 to 95% in 24-25. (Goal 3, Guardrail 1; A2.04, A.4.01; B1.03; B2.03,	Limited Development 07/30/2024			

B3.03, C2.01, D.1.02)

AG 2 The percentage of students scoring at the CCR level on the grade appropriate EOG ELA test will increase from 24.2% to 37.9% in 6th grade, 26.9% to 27.8% in 7th grade, and from 23.3% to 31% in 8th grade. (Goal 2, Guardrail 1; A2.04, A.4.01; B1.03; B2.03, B3.03, C2.01, D.1.02)

Our school preliminary data indicates that we achieved 13.2% Grade Level Proficiency and 4.5% College and Career Ready rates for the 23-24 school year in Math 8. This is a decrease from the 14.4% GLP rate we achieved in 22-23 (-1.2%), but an increase from the 2.9% CCR rate (+1.6%) that same year. One success we can claim is that while EVAAS projected we would have 0 students/0% GLP, we had 38 students/13.2% GLP. In Math I, 99% of our 8th graders were Grade Level Proficient, with 73.5% College and Career Ready. Our ELA EOG results showed mixed success in SY 23-24. As a composite, our students were 44.1% Grade Level Proficient and 24.8% College and Career Ready. Grade level results are as follows (Grade: GLP/CCR): 8th: 46.6%/23/3%; 7th: 43.4%/26.9%; 6th: 42.1%/24.2%.

Our math PLC met twice weekly with the administrator and CLC Curriculum Specialist to unpack, model teaching, discuss assessments, and plan/pace instruction, an improvement in consistency and PLC adherence from the year before. Likewise, we utilized our Academic Facilitator in ELA to help teachers effectively implement the EL curriculum with integrity. With content administrators, teachers worked to unpack the curriculum expectations and differentiate lessons for spontaneous and directed small groups. In our pod chats we spent time discussing student progress and planning individualized meetings and plans for identified students. To support our students in Math and ELA, we used MAP, EOG, MVPA data to create Pride groups that used the STP and AVID enrichment activities to support or enrich students based on identified strengths or needs. We spent time in PLCs looking at Mastery Connect data.

For this school year, we are utilizing EIT staff to lead PLCs through planning and implementation of the OUR, EL and CMS Designed Math I curricula. With the addition of these highly qualified staff members, we will move intervention and enrichment time into the Must Do section of the ELA and Math classes at all levels. Teachers will use targeted small groups and STP interventions to support all learners.

We continue to be challenged by low rates of students from 7th grade

who will enter Math 8 proficient next year. SY 23-24 Math 7 showed 67.3% of students were not proficient or scored a level 3. These are the students who will make up our Math 8 classes next year, with only 13.2% proficient on Grade 7 Standards. While our PLCs were more data focused, we did not fully implement data notebooks for the students. While some teachers shared data and set goals with students, it was a challenge to roll that out systematically. Next year we have two of the four current math teachers returning to 8th grade, joined by a strong teacher from 7th grade and a new hire with experience. This offers us the opportunity for new leadership in the PLC, as well as fresh eyes and strategies on ways to use the OUR with integrity and in response to student needs. In addition, placing MTSS interventions and enrichment back into the core content blocks offers the opportunity for the teachers who know the students best to design, implement and progress monitor the most effective interventions on an as-needed basis.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

**How it will look when fully met:**

During weekly PLC meetings and Early Release days, teachers will collaborate in PLC teams to backwards plan standards'-aligned units from common summative assessments. Once assessments are completed, PLC teams will analyze the data from student work products and determine next step actions to address noted misconceptions and gaps in students' learning. PLCs will create and implement mastery lessons that improve student learning, thus increasing the number of students showing proficiency on grade level standards. Weekly PLC meeting will be used to backwards plan, unpack standards and grade level expectations, and work collaboratively to develop lessons that serve student needs. When fully implemented, we will meet our annual goals for Math 8 and ELA 6-8. Our Math 8 students will be 15.8% Grade Level Proficient and 5% College and Career Ready, as measured by the End of Grade test. Our ELA students will perform as follows on the End of Grade assessment: 6th grade: 51.9% GLP, 37.9% CCR; 7th grade: 48.4% GLP, 27.8% CCR; 8th grade: 50% GLP, 31% CCR. Evidence of implementation: PLC and Early Release day agendas, professional learning session agendas, and student work samples.

**Add Actions**

**Darryl Conner**

**06/10/2025**

**Actions**

**7 of 8 (88%)**

8/1/24	The administrative team will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, FAM-S 29)	Complete 11/08/2024	Darryl Conner	11/08/2024
<p><i>Notes:</i> 11/8-- Asses: The foundation of our success began with the administrative team's development and implementation of ongoing walk thrus and feedback. We began the year with our strong start walk throughs and evolved form that to provide feedback to teachers on our weekly walkthroughs using the GBF framework. Monthly observations of all teachers provided consistent data on coaching needs while ensuring standards-aligned instruction remained at the forefront of classroom practice. These walkthroughs evolved from initial assessment tools to collaborative coaching conversations. Administrators discussed their findings in the meetings and developed a response to action plan.</p>				
8/1/24	Math and ELA teachers will use the Must Do Intervention and Enrichment Time to progress monitor data for tiered intervention plans and provide small group instruction to support the varying needs of students. Groups will provide enrichment or time to use IReady as the universal screener and intervention platform (Goal 2, Goal 3, Guardrail 1)	Complete 11/08/2024	Darryl Conner	11/08/2024
<p><i>Notes:</i> 11/8 - Assess - Our Math and ELA teachers embraced the Must Do Intervention and Enrichment Time structure, using this dedicated period to progress monitor student data and implement tiered intervention plans. The integration of IReady as both universal screener and intervention platform proved instrumental in identifying student needs and tracking growth throughout the year. Small group instruction became more targeted and effective as teachers gained confidence in using data to drive instructional decisions, resulting in more personalized learning experiences that maintained alignment with grade-level standards.</p>				
8/1/24	Students will complete BAG Checks twice monthly to review Behavior, attendance and grades in their advisory block to create and monitor goals for continuous reflection and improvement throughout the year (Goal 2, Goal 3, Guardrail 3)	Complete 01/23/2025	Darryl Conner	01/23/2025

*Notes:* 1/23- Students completed Bag Checks in their classes with their teachers twice a month to inform Behavior attendance and grades where they were able to discuss with classmates and their teachers about their progress and create goals for the next two weeks. This process may need to be tightened up to ensure that all students are doing this consistently, to also allow the Student Services team to discuss what the needs are to inform them.

8/17/24 Effective implementation of CMS Math I curriculum. PLCs meet twice weekly with members of the instructional excellence team to review and unpack lessons, plan for lesson implementation with integrity and differentiate plans for students. (Goal 3, Guardrail 1)

Complete 01/23/2025

Mary Tuttle

01/23/2025

*Notes:* 1/23- Assess- Teachers met twice a week in their PLCs to discuss Open Up, Math I and EL Education curriculum implementation, creating spaces for deep collaboration between teachers. These sessions focused on unpacking lessons, planning for implementation with fidelity, and differentiating instruction to meet diverse student needs. The consistent rhythm of these meetings built teacher capacity while ensuring that curriculum delivery remained true to standards alignment.

8/17/24 Instructional staff will collaborate with instructional leaders to disaggregate classroom and district data in order to design differentiated instruction, monitor student attendance and behavior, and plan for next steps (FAM-S3, Goal 2, Goal 3, Guardrail 2, Guardrail 3)

Complete 01/23/2025

Darryl Conner

01/23/2025

*Notes:*

8/1/24 Ensure consistent and effective implementation of schoolwide instructional practices through development and monitoring of expectations for PLCs (Goal 2, Goal 3, Guardrail 1)

Complete 06/10/2025

Darryl Conner

06/10/2025

*Notes:* 6/10- Teachers met twice a week in their PLCs to discuss Open Up, Math I and EL Education curriculum implementation, creating spaces for deep collaboration between teachers. These sessions focused on unpacking lessons, planning for implementation with fidelity, and differentiating instruction to meet diverse student needs. The consistent rhythm of these meetings built teacher capacity while ensuring that curriculum delivery remained true to standards alignment.

8/1/24 Effective implementation of EL Education curriculum. PLCs meet twice weekly with members of the instructional excellence team to review and unpack lessons, plan for lesson implementation with integrity and differentiate plans for students (Goal 2, Guardrail 1)

Complete 06/10/2025

Jasmine Walters  
(2022)

06/10/2025

*Notes:* 6/30- Teachers met twice a week in their PLCs to discuss Open Up, Math I and EL Education curriculum implementation, creating spaces for deep collaboration between teachers. These sessions focused on unpacking lessons, planning for implementation with fidelity, and differentiating instruction to meet diverse student needs. The consistent rhythm of these meetings built teacher capacity while ensuring that curriculum delivery remained true to standards alignment.

8/1/24 Teachers will effectively differentiate instruction to support the varying needs of students through progress monitoring of performance. Teachers will engage in conversations around student progress through Pod Chats and PLC meetings (Goal 2, Goal 3, Guardrail 1)

Darryl Conner

01/23/2026

*Notes:* 1/23- Assess- Teachers met twice a week in their PLCs to discuss Open Up, Math I and EL Education curriculum implementation, creating spaces for deep collaboration between teachers. These sessions focused on unpacking lessons, planning for implementation with fidelity, and differentiating instruction to meet diverse student needs. The consistent rhythm of these meetings built teacher capacity while ensuring that curriculum delivery remained true to standards alignment.

**Implementation:**

06/27/2025

**Evidence**

6/27/2025

**Experience**

6/27/2025

**Sustainability**

6/27/2025

Continue the process of collaboration and support in monitoring expectations of curriculum implementation.