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| ***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: Mountain View Elementary School** |
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| **Monitoring Date: September 2024 (Plan Revision)** |
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| **GOAL #1**  **Literacy (K-2)** | **The percentage of students in Grade 2 performing on grade level (prepared or near target) as measured by the Beacon Assessment will increase from 78% (Fall Administration) to 81% (Spring Administration) by the end of the 2024-2025 school year.** |

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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?** |
| Second-grade teachers will deliver daily explicit phonics/phonemic awareness instruction for 15 minutes as measured by walk-through data (TKES Standard 3). | August 1st | **Performance Target**: 100 percent of second-grade teachers will deliver explicit phonics/phonemic awareness instruction for 15 minutes a day. |
| **Implementation (***include person responsible***):** Administration and ISS will walk second-grade classrooms and compile implementation data (using Forms). Second-grade teachers are responsible for planning, collaborating, and adjusting plans to meet the students' needs. |
| **Artifacts:** Forms link (data collection); students’ weekly dictation formative assessment; end of quarter students’ phonics progress |
| **Progress Monitoring**: students’ weekly dictation formative assessment; end of quarter students’ phonics progress |
| Kindergarten, First, and Second Grade teachers will explicitly plan daily literacy instruction that meets each component of the 120- minute uninterrupted literacy block as measured by documented lesson plans and classroom observations (TKES Standard 2 and 3). | August 1st | **Performance Target:** 100 percent of K-2 grade teachers will explicitly plan daily literacy instruction that meets all the components of the 120-minute uninterrupted literacy block. |
| **Implementation (***include person responsible***):** Administration and ISS will walk second-grade classrooms and compile implementation data (using Forms). The administration will review lesson plans. Second-grade teachers are responsible for planning, collaborating, and adjusting plans to meet the students' needs. |
| **Artifacts:** Lesson plans, which include required times; Forms link data |
| **Progress Monitoring:** Weekly review of plans; Weekly CCC check-ins, Weekly classroom walkthroughs |

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| **GOAL #2**  **Literacy (3-5)** | **The percentage of students in grades 3-5 scoring a level 3 or 4 will increase from 83% to 86% as measured by the 2024-2025 ELA 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?** |
| Third-grade teachers will receive 10 professional learning sessions through REAP from August 2024 to April 2025 and apply the learning to daily literacy instruction as measured by classroom observations. (TKES Standard 1 and 3) | August 14th | **Performance Target:** 100 percent of third-grade teachers will complete professional development through REAP and apply daily literacy instruction. |
| **Implementation (***include person responsible***):** Administration and ISS will walk third-grade classrooms and compile implementation data (using Forms). Third-grade teachers are responsible for planning, collaborating, and adjusting plans to meet the student's needs based on professional learning. |
| **Artifacts:** lesson plans; walkthrough data (Forms link) |
| **Progress Monitoring:** Teachers will take a pre/post assessment from REAP after completing the professional development. |
| Fourth and Fifth grade literacy teachers will receive 4 professional learning sessions through REAP in the areas of morphology and word analysis from September to October 2024 and apply the learning to daily literacy instruction as measured by classroom observations. (TKES Standard 1 and 3) | September 16th | **Performance Target**: 100 percent of the ELA fourth and fifth-grade teachers will complete professional development through REAP and apply daily literacy instruction. |
| **Implementation (***include person responsible***):** Administration and ISS will walk ELA fourth and fifth-grade classrooms and compile implementation data (using Forms). Fourth and fifth-grade ELA teachers are responsible for planning, collaborating, and adjusting plans to meet the student's needs based on professional learning. |
| **Artifacts:** lesson plans; walkthrough data (Forms link) |
| **Progress Monitoring:** Teachers will take a pre/post assessment from REAP after completing the professional development. |

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| **GOAL #3**  **Math (K-2)** | **By the end of the 2024-2025 school year, the percentage of students demonstrating proficiency (scoring in the proficient or advanced performance bands) on the Math Inventory in Grades K-2 will increase from 83% to 88% using the Beacon Assessment.** |

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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?** |
| Teachers in kindergarten, first, and second grades will implement daily consistent use of math manipulatives during math instruction to build conceptual understanding as measured by classroom walk throughs. | August 2024 | **Performance Target**: 100% of kindergarten, first, and second grade teachers will use math manipulatives during the math block to build conceptual understanding. |
| **Implementation (***include person responsible***):** The assistant principals will ensure that all kindergarten, first, and second grade teachers have access to a sufficient variety of math manipulatives to effectively integrate them into their math blocks. Additionally, the assistant principals will schedule a professional development session by the end of the second month of school, focused on effective ways to integrate math manipulatives into daily math instruction. |
| **Artifacts**: Lesson plans and CCC minutes reflecting discussions of implementation of manipulatives in instruction, including how the manipulatives will be used and the specific manipulatives that align with each standard |
| **Progress Monitoring:** Data gathered from classroom walkthroughs and observations based on the CCSD math instruction look-for checklist. |
| Kindergarten, First, and Second grade teachers will utilize IXL through daily math center rotations, as measured by IXL Growth data pulled monthly. | August 2024 | **Performance Target:**  100% of kindergarten, first, and second grade teachers will utilize IXL during math center rotations. |
| **Implementation (***include person responsible***):** The instructional support specialist will ensure that all kindergarten, first, and second grade teachers and students have access to IXL Learning and are prepared to integrate it into math center rotations. |
| **Artifacts:** CCC minutes reflecting discussions of IXL Growth & implementation in math block, walkthrough data to see implementation of IXL during worktime |
| **Progress Monitoring:**  Data gathered from IXL Growth and from classroom walkthroughs and observations based on the look-for checklist |

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| **GOAL #4**  **Math (3-5)** | **The percentage of students in grades 3-5 scoring a level 3 or 4 will increase from 80.5% to 83% 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?** |
| Third, Fourth, and Fifth grade teachers will create common formative assessments in CTLS Assess, as measured by Incite Analytics data. | September 2024 | **Performance Target**: 3rd, 4th, and 5th grade teams will create 1 common formative assessment in math for Quarters 1 & 2, and 2 common formative assessments in math for Quarters 3 & 4. |
| **Implementation (***include person responsible***):** The intermediate (grades 3-5) assistant principal will monitor the creation of the common formative assessments and evaluate these assessments for the criteria established by the district for effective assessment. |
| **Artifacts:** CTLS Common Formative Assessments |
| **Progress Monitoring:** Incite Analytics data |
| Third, Fourth, and Fifth grade teachers will administer and analyze common formative assessments from CTLS Assess, as measured by Incite Analytics data. | September 2024 | **Performance Target:** 3rd, 4th, and 5th grade teams will administer and analyze 1 common formative assessment in math for Quarters 1 & 2, and 2 common formative assessments in math for Quarters 3 & 4. |
| **Implementation (***include person responsible***):** An appointed data analyst on each 3rd, 4th, and 5th grade team will pull the data, which will be analyzed during grade level CCC meetings. |
| **Artifacts:** Observation of CCC meetings by administration. Data collected and analyzed from common formative assessments. |
| **Progress Monitoring:** Incite Analytics data |

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| **GOAL #5**  **School Selected** | **During the 2024-2025 School year, the percentage of economically disadvantaged students with 17 or greater absences will decrease by 15% as measured by daily attendance records.** |

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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?** |
| The Principal and Assistant Principals will establish an attendance task force comprised of teachers, counselors, and the school social worker to focus on attendance issues. | July 2024 | **Performance Target:** Achieve a 15% reduction in absences by the end of the current school year, with progress monitored and reported quarterly. |
| **Implementation (***include person responsible***):**  Schedule bi-weekly meetings to review attendance data and strategize interventions. |
| **Artifacts:** Attendance task force agenda meeting minutes; attendance data provided by CSIS/OnTrack |
| **Progress Monitoring:**   * Track attendance data weekly and identify students at risk of chronic absenteeism. * Adjust interventions based on data analysis and feedback from the attendance task force. * Share progress reports with the school community at the end of each quarter. |
| The attendance task force will maintain consistent communication with the enrolling adult of the students in this subgroup through phone calls, emails, and newsletters in their preferred language using CTLS  that allow families to easily track attendance, academic progress, and school events, as measured by CTLS usage data. | August 2024 | **Performance Target:** Achieve at least 90% successful monthly communication with the enrolling adult of all economically disadvantaged students with 17 or more absences during the 23-24 SY by the end of the 24-25 school year |
| **Implementation (***include person responsible***):**  Implement the communication system and reach the 90% monthly contact rate by the end of the current school year, with progress monitored and reported quarterly. |
| **Artifacts:** Track communication attempts and responses monthly, beginning in October. |
| **Progress Monitoring:** Adjust strategies as needed based on feedback and effectiveness, with reviews at the end of each quarter. |

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| **Final Notes** |
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| **Principal Signature** |
| Dr. Katie Derman  06/13/2024 |
| **Assistant Superintendent** |
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