

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: Pickett's Mill Elementary School

Monitoring Date: 2024-2025

GOAL #1
Literacy (K-2)

During the 2024-2025 school year, K-2 students will increase the % of students identified as PREPARED as measured by the Beacon ELA Assessment by 10% from the fall administration to the spring 2025 administration, as measured by the 2025 Spring Beacon ELA Assessment.

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?
K-2 HR teachers will continue to implement our weekly Orton-Gillingham explicit daily phonics lessons throughout the school year to increase our students understanding of the phonetic rules and how to apply them, as measured by our Orton-Gillingham weekly skills assessments in each grade level.		<p>Performance Target: 100% of K-2 teachers will implement our weekly Orton Gillingham (OG) phonics lessons.</p> <p>Implementation (include person responsible):</p> <p>Ongoing: Teachers will meet with CCC and Instructional Support for planning of lessons and practice sessions throughout the school year. They will review weekly OG skill assessment data in their CCC meetings and review all data from all Beacon, Amira, and other formative and summative assessments.</p> <p>Weekly: Teachers will plan for and teach each week's OG skill and discuss the data in their weekly meetings. Administration will conduct walk-through checks to observe lessons.</p> <p>Daily: Teachers will implement the OG lessons with fidelity, including all components of the daily lessons.</p>

	<p>Artifacts: CCC Meeting Agenda/Notes Unit Pacing Guide and Assessment Plan OG Lesson Plans Walk Through Data Assessment Data (Amira, Beacon, common formative and summative OG assessment data)</p> <p>Progress Monitoring:</p>
<p>K-2 HR teachers will participate in the GA Literacy Academy Courses from August 2024 through March 2025 to increase their knowledge of the Science of Reading and will demonstrate their understanding of the PL modules through their instructional practices, which will be evaluated/measured through classroom observations, and formative and summative assessment data that is collected throughout the school year.</p>	<p>Performance Target: 100% of K-2 teachers will participate in the GA Literacy Academy Courses.</p> <p>Implementation (include person responsible):</p> <p>Ongoing: Teacher will participate in all online courses provided through the GA Literacy Academy throughout the school year.</p> <p>Weekly: Teachers will discuss their progress and understanding of the Science of Reading in their CCC meetings and during professional learning sessions. Administration will sit in on CCC meetings and monitor the GA Literacy Academy portal to check on completion of PL modules each week.</p> <p>Daily: Teachers will implement their increasing knowledge of the Science of Reading and the best instructional practices in their daily lessons.</p> <p>Artifacts: GA Literacy Academy Course portal Unit Pacing Guide and Assessment Plan CCC meeting/agenda notes Walk-through data from administrators Data from Beacon and common formative and summative assessments</p>

Progress Monitoring:

GOAL #2
Literacy (3-5)

During the 2024-2025 school year, we will decrease our % of 1's (12.1%) on the ELA EOG Milestone assessment (grades 3-5) by 3% (to 9.1%) by the end of the year, as measured by comparing the 2023-2024 ELA EOG Milestone scores with the 2024-2025 ELA EOG scores.

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?
<p>3-5 teachers will implement daily Morphology lessons to improve language comprehension, word recognition, and vocabulary through daily explicit and systematic instruction as measured by daily formative assessments and weekly morphological assessments in each grade level.</p>		<p>Performance Target: 100% of 3-5 teachers will implement all components of the daily Morphology lessons each week.</p> <p>Implementation (include person responsible): Ongoing: Teachers will meet with CCC and Instructional Support for planning of Morphology lessons and practice sessions throughout the school year. They will review weekly Morphology skill assessment data in their CCC meetings and review all data from all Beacon, Amira, and other formative and summative assessments.</p> <p>Weekly: Teachers will plan for each week's Morphology skill and discuss the data in their weekly meetings. Administration will conduct walk-through checks to observe lessons</p> <p>Daily: Teachers will implement the Morphology lessons with fidelity, including all components of the daily lessons.</p> <p>Artifacts: CCC Meeting Agenda/Notes Unit Pacing Guide and Assessment Plan Morphology Lesson Plans Walk Through Data Assessment Data (Amira, Beacon, common formative and summative Morphology assessment data)</p>

	<p>Progress Monitoring:</p>
<p>3-5 HR teachers will participate in the GA Literacy Academy Courses from August 2024 through March 2025 to increase their knowledge of the Science of Reading and will demonstrate their understanding of the PL modules through their instructional practices which will be evaluated/measured through classroom observations and formative and/or summative assessment data that is collected throughout the school year.</p>	<p>Performance Target: 100% of 3-5 teachers will participate in the GA Literacy Academy Courses.</p>
	<p>Implementation (include person responsible): Ongoing: Teacher will participate in all online courses provided through the GA Literacy Academy throughout the school year. Weekly: Teachers will discuss their progress and understanding of the Science of Reading in their CCC meetings and during professional learning sessions. Administration will sit in on CCC meetings and monitor the GA Literacy Academy portal to check on completion of PL modules each week. Daily: Teachers will implement their increasing knowledge of the Science of Reading and the best instructional practices in their daily lessons.</p>
	<p>Artifacts: GA Literacy Academy Course portal Unit Pacing Guide and Assessment Plan CCC meeting/agenda notes Walk-through data from administrators Data from Beacon and common formative and summative assessments</p>
	<p>Progress Monitoring:</p>

GOAL #3 Math (K-2)	During the 2024-2025 school year, K-2 students will increase the % of students identified as PREPARED as measured by the Beacon Math Assessment by 10% from the Fall administration to the spring 2025 administration, as measured by the 2025 Spring Beacon Assessment.
-------------------------------------	--

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?
K-2 teachers will deliver daily lessons provided through our CTLS math resources and align instructional practices to further build students' concrete understanding of mathematical foundational skills, as measured by formal and informal observations, common formative assessments, and Beacon assessments throughout the year.		Performance Target: 100% of teachers will implement the approved math curriculum and CTLS math resources.
		Implementation (include person responsible): Ongoing: K-2 teachers will meet with CCC and Instructional Support for planning of Math lessons and professional learning session based on common and formative assessment data. Weekly: K-2 teachers will plan for each week's math lesson and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe math lessons and the implementation of the approved math curriculum. K-2 Teachers will use the assessment data to divide students for intervention/enrichment opportunities.
		Daily: K-2 teachers will implement the math lessons with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student's needs.
		Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Assessment Data (Amira, Beacon, common formative and summative data)

	<p>Progress Monitoring:</p>
<p>Using a building schedule that has specific, identified blocks of dedicated intervention time, K-2 Students will be divided up into small groups/individual instruction for differentiated lessons each week based on their performance on weekly assessments, as measure by formative and/or summative math assessments.</p>	<p>Performance Target: 100% of K-2 teachers will divide students up daily into small groups to provide them with specific, intentional intervention for math.</p>
	<p>Implementation (include person responsible): Ongoing: K-2 teachers will meet with CCC and our Math support specialist for planning of Math lessons and professional learning session based on common and formative assessment data. Weekly: K-2 teachers will plan for each week’s math lesson and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe math lessons and the implementation of the approved math curriculum. K-2 Teachers will use the assessment data to divide students for intervention/enrichment opportunities. Daily: K-2 teachers will implement the math lessons with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student’s needs. K-2 teachers will provide targeted, specific intervention for students based on common and formative assessment data.</p>
	<p>Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Assessment Data (Amira, Beacon, common formative and summative data)</p>
	<p>Progress Monitoring:</p>

GOAL #4 Math (3-5)	During the 2024-2025 school year, we will decrease the % of students who receive a level 1 on the Math EOG Milestone Assessment from 7.6% to 6.0% as measured by the 2025 Spring Math EOG Milestone
-------------------------------------	---

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?
<p>3-5 teachers will deliver the daily lessons provided through our CTLS math resources and align instructional practices to further build students' concrete understanding of mathematical foundational skills, as measured by formal and informal observations, common formative assessments, and Beacon assessments throughout the year.</p>		Performance Target: 100% of teachers will implement the approved math curriculum and CTLS math resources.
		Implementation (include person responsible): Ongoing: 3-5 teachers will meet with CCC and Instructional Support for planning of Math lessons and professional learning session based on common and formative assessment data. Weekly: 3-5 teachers will plan for each week's math lesson and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe math lessons and the implementation of the approved math curriculum. 3-5 teachers will use the assessment data to divide students for intervention/enrichment opportunities. Daily: 3-5 teachers will implement the math lessons with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student's needs.
		Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Assessment Data (Amira, Beacon, common formative and summative data)

	<p>Progress Monitoring.</p>
<p>3-5 teachers will implement the CTLS Math instructional framework and the CCSD approved lessons to help increase our students understanding of the grade level and the prioritized standards and learning targets associated with those standards.</p>	<p>Performance Target: 100% of 3-5 teachers will implement the CTLS Math instructional framework and the CCSD approved lessons to help increase our students understanding of the grade level and the prioritized standards and learning targets associated with those standards.</p> <p>Implementation (include person responsible): Ongoing: 3-5 teachers will meet with CCC and Instructional Support for planning instruction and have professional learning sessions based on common and formative assessment data to increase our students understanding of the priority standards for their grade level.</p> <p>Weekly: 3-5 teachers will plan for each week’s math lessons and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe the math lessons and the assessments being used that are tied to the priority standards and learning targets. 3-5 teachers will use their weekly assessment data to divide students for intervention/enrichment opportunities as it relates to remediation and enrichment levels.</p> <p>Daily: 3-5 teachers will implement the CTLS math framework lesson format with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student’s needs.</p> <p>Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Ticket out the Door data Warm-up Data Assessment Data (Amira, Beacon, common formative and summative data)</p>

		Progress Monitoring:
--	--	----------------------

GOAL #5 School Selected	
--	--

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?
		Performance Target:
		Implementation (<i>include person responsible</i>):
		Artifacts:
		Progress Monitoring:
		Performance Target:

	Implementation <i>(include person responsible):</i>
	Artifacts:
	Progress Monitoring:

Final Notes

Principal Signature

Assistant Superintendent