

*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:**

Chalker Elementary

**Monitoring Date:**

January 10, 2025

**GOAL #1**  
**Literacy (K-2)**

By the end of the 24-25 school year at Chalker, 50% of students in grades K-2 will be on or above grade level in reading based on the Amira Assessment.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<p><b>Performance Target:</b> All teachers will complete Georgia Literacy Academy Modules as assigned by CCSD. Teachers will collaborate around this learning to implement science of reading, structured literacy, and foundational literacy skills.</p> <p><b>Georgia Literacy Academy Modules Schedule:</b></p> <ul style="list-style-type: none"> <li>○ Modules 1 &amp; 2 by September 30, 2024</li> <li>○ Module 3 by October 31, 2023</li> <li>○ Modules 4 &amp; 5 by December 20, 2024</li> </ul> <p><b>Local Professional Learning Schedule:</b></p> <ul style="list-style-type: none"> <li>○ Oral Language, Module 1- August 19</li> <li>○ Print Awareness, Module 2-September 17</li> <li>○ Phonics Instruction, Module 3- October 14</li> <li>○ Read Aloud Strategies, Module 4-November 12</li> <li>○ Vocabulary Instruction, Module 5- December 10</li> </ul>	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>● Literacy Course Transcript Report</li> <li>● UFLI Literacy Training Day: November 5, 2024</li> </ul> <p><b>Artifact Summary:</b>            Transcripts from GA Learns Modules show completion of courses by all required Chalker staff members. Our teachers are on various stages of completion of the Literacy Learning Modules.</p>	<p><b>Evidence:</b>            Chalker Data</p> <p><b>Evidence Summary:</b>            Amira is currently being readministered for mid-year data. The window closes on January 31<sup>st</sup>.             Beacon data shows an overall decrease for students needing support and increases in near target and prepared.</p>

<ul style="list-style-type: none"><li>• Based on baseline data gathered from Amira, BEACON, formative assessments and running records, students performing below grade level will have their learning profile reviewed and analyzed.</li><li>• EIP Students will have access to iReady for literacy support</li><li>• Staff will be using UFLI and materials for phonics instruction</li><li>• After available information is reviewed, students will be provided targeted instruction during a WIN block.</li></ul>		
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<b>GOAL #2</b> <b>Literacy (3-5)</b>	By the end of the 24-25 school year at Chalker, 50% of students in grades 3-5 will be on or above grade level in reading based on the Beacon Assessment.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<p><b>Performance Target:</b> All teachers will complete Georgia Literacy Academy Modules as assigned by CCSD. Teachers will collaborate around this learning to implement science of reading, structured literacy, and foundational literacy skills.</p> <p><b>Georgia Literacy Academy Modules Schedule:</b></p> <ul style="list-style-type: none"> <li>○ Modules 1 &amp; 2 by September 30, 2024</li> <li>○ Module 3 by October 31, 2023</li> <li>○ Modules 4 &amp; 5 by December 20, 2024</li> </ul> <p><b>Local Professional Learning Schedule:</b></p> <ul style="list-style-type: none"> <li>○ Oral Language, Module 1- August 19</li> <li>○ Print Awareness, Module 2-September 17</li> <li>○ Phonics Instruction, Module 3- October 14</li> <li>○ Read Aloud Strategies, Module 4-November 12</li> <li>○ Vocabulary Instruction, Module 5- December 10</li> </ul>	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>● Literacy Course Transcript Report</li> <li>● UFLI Literacy Training Day: November 5, 2024</li> </ul> <p><b>Artifact Summary:</b></p> <p>Transcripts from GA Learns Modules show completion of courses by all required Chalker staff members. Our teachers are on various stages of completion of the Literacy Learning Modules.</p>	<p><b>Evidence:</b></p> <p>Chalker Data</p> <ul style="list-style-type: none"> <li>● Beacon and Amira</li> <li>● iReady</li> </ul> <p><b>Evidence Summary:</b></p> <p>Data from the Beacon Assessment shows an overall decrease in in the number of students needing support while showing an increase for students near target and prepared.</p>
<ul style="list-style-type: none"> <li>● Based on baseline data gathered from Amira, Beacon, formative assessments and running records, students performing below grade level will have their learning profile reviewed and analyzed.</li> <li>● EIP Students will have access to iReady for literacy support</li> <li>● Staff will be using UFLI and materials for phonics instruction</li> <li>● After available information is reviewed, students will be provided targeted instruction during a WIN block.</li> </ul>		

<b>GOAL #3</b> <b>Math (K-2)</b>	By the end of the 24-25 school year at Chalker, students in grades 1 and 2 will show overall growth in their Beacon Math scores of 15%.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<p><b>Performance Target</b></p> <p>Utilizing the Beacon Assessment, students will show growth toward grade level mastery in math.</p> <ul style="list-style-type: none"> <li>Based on baseline data gathered from the Beacon Assessment, and formative assessments, students performing below grade level will have their learning profile reviewed and analyzed. After available information is reviewed, students will be provided targeted instruction during a WIN block.</li> </ul>	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Fact Fluency Checks</li> <li>iReady</li> <li>Dreambox</li> </ul> <p><b>Artifact Summary:</b></p> <ul style="list-style-type: none"> <li>Collaboration Agendas</li> <li>Program reports</li> </ul>	<p><b>Evidence:</b></p> <p>Chalker Data</p> <ul style="list-style-type: none"> <li>Beacon</li> </ul> <p><b>Evidence Summary:</b></p> <p>*The "Prepared" scale score range for the end of year expectation is used as a measure of progress towards readiness for the following grade. This data is concerning. Grade level meetings were held to discuss appropriate use of the intervention block to promote student growth.</p>

<b>GOAL #4</b> <b>Math (3-5)</b>	By the end of the 24-25 school year at Chalker, the percent of 3-5 students scoring on or above grade level in math will increase from 34% to 37% as measured by the 24-25 Milestones Assessment.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p><b>Performance Target</b></p> <p>Utilizing the Beacon Assessment, students will show growth toward grade level mastery in math.</p> <p>Based on baseline data gathered from the Beacon Assessment, and formative assessments, students performing below grade level will have their learning profile reviewed and analyzed. After available information is reviewed, students will be provided targeted instruction during a WIN block.</p>	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Fact Fluency Checks</li> <li>• iReady</li> <li>• Dreambox</li> </ul> <p><b>Artifact Summary:</b></p> <ul style="list-style-type: none"> <li>• Collaboration Agendas</li> <li>• Program reports</li> </ul>	<p><b>Evidence:</b></p> <p>Chalker Data</p> <ul style="list-style-type: none"> <li>○ Beacon</li> </ul> <p><b>Evidence Summary:</b></p> <p>*The “Prepared” scale score range for the end of year expectation is used as a measure of progress towards readiness for the following grade. This data is concerning. Grade level meetings were held to discuss appropriate use of the intervention block to promote student growth.</p>
<p><b>GOAL #5</b> <b>School Selected</b></p>	<p>By the end of the 24-25 school year at Chalker, the school attendance rate will increase from 94.3% to 96 % based on Synergy data.</p>	

<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
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<ul style="list-style-type: none"> <li>We will provide the new attendance policy and communication to teachers and parents. PBIS will support by having incentives for attendance.</li> <li>Chalker, Palmer and Pitner have collaborated to create a uniform attendance policy to share with our families. Teachers are responsible for taking daily attendance</li> </ul>	<p><b><u>Artifacts:</u></b>          District attendance policy          Cluster attendance policy          Reminders for teachers of policy          Form emails for teachers when communication is needed</p> <p><b><u>Artifact Summary:</u></b></p>	<p><b><u>Evidence:</u></b>          Attendance Data to date</p> <p><b><u>Evidence Summary:</u></b>          A current attendance report shows that Chalker's average daily attendance is 95.1%</p>
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*Provide a rationale/reason as to why any action step was not implemented.*

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
GOALS		

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