

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: Cheatham Hill

Monitoring Date:

GOAL #1 Literacy (K-3)	K-2 student ELA scores will increase by 10% from August 2024 to May 2025 as measured by the BEACON Assessment.	
	August 2024 data	End of the Year Goal with 10% increase
	K (Amira) 56/192 scored at or above grade level (29%)	75/192 need to score at or above grade level by the end of the year (39%) (Amira)
	1st 14/127 scored prepared (11%)	27/127 will score at prepared (21%)
	2nd 29/159 scored prepared (16%)	41/159 will score at prepared (26%)
3rd 13/176 scored prepared (7 %)	30/176 will score at prepared (17%)	

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-3 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 implement these research-based practices, as evidenced by classroom observations.	8/1/24	Performance Target: 100% of K-3 teachers will complete the GA Literacy Academy Courses during the 2024-2025 school year while working with and receiving coaching and guidance from the instructional support specialist.
		Implementation (include person responsible): -Participation/Collaboration in GA Literacy Academy Course (Teacher Workdays/Digital Learning Days/collaboration days) -GA Literacy Academy Modules will be discussed in CCC meetings at least once a month to collaborate with the instructional support specialist -Review on ongoing reading data as evidence with (Beacon, Amira, and OG word inventory) with Instructional Support Specialist/Admin. October 2024, December 2024, February 2025, and May 2025

		<p>Artifacts:</p> <ul style="list-style-type: none"> -CCC meeting minutes -Completion Certificates from GA Literacy Academy Courses (tracked by Instructional Support Specialist) -Data/growth spreadsheet completed by each K-3 teacher -Lesson Plans
<p>K-3 teachers will be trained in Orton Gillingham/LTRS phonics strategies by the instructional support specialist and implement these strategies in their classroom daily to improve word recognition, as evidenced in classroom observations.</p>	<p>8/1/24</p>	<p>Progress Monitoring:</p> <hr/> <p>Performance Target: 100% of K-3 teachers will receive training, coaching, and guidance from the instructional support specialist in knowledge of and implementation of Orton Gillingham reading strategies.</p> <hr/> <p>Implementation <i>(include person responsible):</i></p> <ul style="list-style-type: none"> -Begin initial implementation of Orton Gillingham/LTRS phonics as stated in school-wide master schedule -Review on ongoing reading data as evidence with (Beacon, Amira, I-Ready, Word knowledge inventory, acadience fluency passages, and next steps guided reading for comprehension) <p>Instructional Support Specialist/Admin. During weekly CCC meetings</p> <ul style="list-style-type: none"> -Review of quarterly data to monitor student growth October 2024, December 2024, February 2025, and May 2025 <hr/> <p>Artifacts:</p> <ul style="list-style-type: none"> -CCC meeting minutes - Beacon, Amira, I-Ready, Word knowledge inventory, acadience fluency passages, and next steps guided reading for comprehension assessments -Quarterly Data/growth spreadsheet completed by each K-3 teachers -Classroom observations will focus on reading instruction <hr/> <p>Progress Monitoring:</p>

GOAL #2 Literacy (4-5)	The percent of 4th -5th grade students scoring proficient and distinguished will increase by 5% as measured by the 2024-2025 EOG ELA assessment.	
	2024 EOG Data 4 th grade 49% 80/163 scored at Proficient/distinguished in 3rd 5 th grade 69% 120/172 scored at proficient/distinguished in 4 th	2025 EOG Goal with 5% increase 54% 89/163 need to score at proficient/distinguished 74% 128/172 need to score at proficient/distinguished

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?
4 th – 5 th grade teachers will participate in the GA Literacy Academy courses from August 2024 through March 2025 to increase their knowledge of Science of Reading and implement these research-based practices, as evidenced in classroom observations.	8/1/24	Performance Target: 100% of 4 th -5 th grade teachers will complete the GA Literacy Academy Courses throughout the 24-25 school year while working alongside our Reading Support Specialist for guidance and direction.
		Implementation (include person responsible): -Participation/Collaboration in GA Literacy Academy Course (Teacher Workdays/Digital Learning Days/collaboration days) -GA Literacy Academy Modules will be discussed in CCC meetings at least once a month to collaborate with the instructional support specialist -Review on ongoing reading data as evidence with (RI, Beacon, Amira, and OG word inventory) with Instructional Support Specialist/Admin. October 2024, December 2024, February 2025, and May 2025
		Artifacts: -CCC meeting minutes -Completion Certificates from GA Literacy Academy Courses (tracked by Instructional Support Specialist) -Data/growth spreadsheet completed by each 4-5 teacher quarterly -Lesson Plans
Progress Monitoring:		
4 th -5 th grade teachers will implement morphology vocabulary acquisition lessons, content integration daily to improve language comprehension, and guided	8/1/24	Performance Target: : 100% of 4-5 teachers will receive training, coaching, and guidance from the instructional support specialist in knowledge of and implementation of morphology vocabulary instruction and best practices for content integration, and guided reading instruction.

<p>reading as evidenced in classroom observations.</p>	<p>Implementation (<i>include person responsible</i>):</p> <ul style="list-style-type: none"> -Begin initial implementation of morphology vocabulary acquisition lessons, content integration, and guided reading as stated in school-wide master schedule -Review on ongoing reading data as evidence with (RI, Beacon, Amira, and OG word inventory) with Instructional Support Specialist/Admin. during weekly CCC meetings -Review of quarterly data to monitor student growth October 2024, December 2024, February 2025, and May 2025 <p>Artifacts:</p> <ul style="list-style-type: none"> - CCC meeting minutes - Quarterly Data/growth spreadsheet completed by each 4-5 teachers - Classroom observations will focus on reading instruction <p>Progress Monitoring:</p>
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<p>GOAL #3 Math (K)</p>	<p>The percent of K students scoring prepared will increase by 10% from baseline data in December 2024 to the 2024-2025 Spring Administration of the Beacon Assessment.</p> <p>December 2024 data End of the Year Goal with 10% increase</p>
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<p>GOAL #3 Math (1-3)</p>	<p>The percent of 1st – 3rd grade students scoring prepared will increase by 10% from baseline data in August 2024 to the 2024-2025 Spring Administration of the Beacon Assessment.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">August 2024 data</td> <td style="width: 50%;">End of the Year Goal with 10% increase</td> </tr> <tr> <td>1st 6/127 Scored prepared (5%)</td> <td>19/127 will score at prepared (15%)</td> </tr> <tr> <td>2nd 16/161 scored prepared (10%)</td> <td>32/161 will score at prepared (20%)</td> </tr> <tr> <td>3rd 2/173 scored prepared (2%)</td> <td>21/173 will score at prepared (12%)</td> </tr> </table>	August 2024 data	End of the Year Goal with 10% increase	1st 6/127 Scored prepared (5%)	19/127 will score at prepared (15%)	2nd 16/161 scored prepared (10%)	32/161 will score at prepared (20%)	3rd 2/173 scored prepared (2%)	21/173 will score at prepared (12%)
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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?
K-3 teachers will implement daily guided math groups focused on fact fluency and problem-solving strategies as evidenced in small group instruction.	8/1/24	<p>Performance Target: 100% of K-2 teachers will receive training, coaching, and guidance from the instructional support specialist in knowledge of and implementation of small group guided math practice.</p> <p>Implementation (include person responsible): -Pre-Planning- Academic Essentials will be shared by administration regarding our small group guided instruction -August- Instructional Support Specialist share appropriate resources and strategies during CCCs -Classroom observations focusing on small group guided instruction -December- team reflection -May discuss next steps for 2025-2026</p> <p>Artifacts: -CCC Minutes -Lesson plans noting Math small group guided lessons -TKES walkthroughs/observations -Quarterly Data spreadsheets based on selected Common Math Assessments by standard(s) and grade level</p> <p>Progress Monitoring:</p>
K-3 teachers will implement strategies to increase student math fact fluency and computation skills.	8/1/24	<p>Performance Target: 100% of students will participate in daily math computation practice within small group instruction.</p> <p>Implementation (include person responsible): -September- Administer Pre-test / Full implementation -December- Mid Year Data Check/Adjust groups as needed/ team reflection/ Administer mid-year computation assessment -April- EOY data check- administer EOY computation assessment & EOY team reflection/adjustments for the following school year.</p>

	Artifacts: -CCC Minutes for planning and data reflection -TKES walkthroughs/observations -Quarterly Data spreadsheet with computation growth noted
	Progress Monitoring:

GOAL #4 Math (4-5)	The percent of 4 th -5 th grade students scoring proficient and distinguished will increase by 5% as measured by the 2024-2025 EOG assessment in comparison to the EOG scores from 2023-2024. (Exact Data numbers to be updated once 2024 Math EOG scores are received.)						
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">2024 EOG Data</td> <td style="width: 50%; text-align: right;">2025 EOG Goal with 5% increase</td> </tr> <tr> <td>4th grade 52% 85/163 scored at Proficient/distinguished in 3rd</td> <td style="text-align: right;">57% 93/163 need to score at proficient/distinguished</td> </tr> <tr> <td>5th grade 56% 97/172 scored at proficient/distinguished in 4th</td> <td style="text-align: right;">61% 105/172 need to score at proficient/distinguished</td> </tr> </table>	2024 EOG Data	2025 EOG Goal with 5% increase	4 th grade 52% 85/163 scored at Proficient/distinguished in 3rd	57% 93/163 need to score at proficient/distinguished	5 th grade 56% 97/172 scored at proficient/distinguished in 4 th	61% 105/172 need to score at proficient/distinguished
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5 th grade 56% 97/172 scored at proficient/distinguished in 4 th	61% 105/172 need to score at proficient/distinguished						

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?
4 th -5 th grade teachers will implement daily guided math groups focused on fact fluency and problem-solving strategies as evidenced in small group instruction.	8/1/24	Performance Target: 100% of 4-5 teachers will receive training, coaching, and guidance from the instructional support specialist in knowledge of and implementation of small group guided math practice.
		Implementation (include person responsible): -Pre-Planning- Academic Essentials will be shared by administration regarding our small group guided instruction -August- Instructional Support Specialist share appropriate resources and strategies during CCCs -Classroom observations focusing on small group guided instruction -December- team reflection -May discuss next steps for 2025-2026
		Artifacts: -CCC Minutes -Lesson plans noting Math small group guided lessons

		<ul style="list-style-type: none"> -TKES walkthroughs/observations -Quarterly Data spreadsheets based on selected Math standard(s) by grade level
		Progress Monitoring:
3rd-5th grade teachers will implement strategies to increase student math fact fluency and computation skills.	8/1/24	Performance Target: 100% of students will participate in daily math computation practice within small group instruction.
		Implementation (include person responsible): -September- Administer Pre-test / Full implementation -December- Mid Year Data Check/Adjust groups as needed/ team reflection/ Administer mid-year computation assessment -April- EOY data check- administer EOY computation assessment & EOY team reflection/adjustments for the 2025-2026 school year.
		Artifacts: -CCC Minutes for planning and data reflection -TKES walkthroughs/observations -Quarterly Data spreadsheet with computation growth noted
		Progress Monitoring:

GOAL #5 School Selected	The number of students receiving office referrals will decrease by 2% in the 2024-2025 school year.	
	2024 number of office referrals 14%	2025 goal reduction by 2% 12%

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>K-5 teachers will implement our CHAMP behavior expectations daily with students as evidenced by observations and increase in student "Stars" given to students for CHAMP behavior.</p> <p>C- Check your feet H- Hands to yourself A -Always act respectfully M-Make good decisions P- Pay attention</p>	8/1/24	<p>Performance Target: 100% of our teachers will implement and reinforce the CHAMP behavior expectations and utilize the star reward system.</p> <p>Implementation (<i>include person responsible</i>):</p> <ul style="list-style-type: none"> -Pre-planning-Administration will review CHAMP school-wide expectations <ul style="list-style-type: none"> - Grade level teams will create a consistent plan for utilizing the Star reward system -August- Full implementation of CHAMP in all areas of the building -December- Mid Year Check- Survey of teachers/staff on CHAMP behavior system -Monthly rewards for students receiving Star awards and for the grade level classes with the most Stars awarded <p>Artifacts:</p> <ul style="list-style-type: none"> -Morning Meeting lessons to reinforce student behavior, character, and community -Star rewards -CHAMP resources utilized and posted in classroom <p>Progress Monitoring:</p>

Final Notes

Principal Signature

Melissa Faklaris

Assistant Superintendent