

<p><i>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.</i></p>
School Name: Davis Elementary
Monitoring Date: 10/28/24, 1/6/25, 3/24/25, 6/2/25

GOAL #1 Literacy (K-2)	During the 2024-25 school year, we will increase the percentage of students demonstrating reading proficiency in grades 1-2 from 69% to 71% as measured by lexile scores.
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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?
Kindergarten through second grade teachers will implement all components of the 120 minute literacy block (including small group instruction and differentiated independent work) to improve students' reading as indicated by multiple data sources tracked through classroom data sheets.	8/1/2024	Performance Target: 100% of kindergarten through second grade teachers will implement all components of the 120 minute literacy block.
		Implementation (include person responsible): Teachers will implement the lesson plans with all components of the literacy block. Participation/collaboration in GA Literacy Academy Course (Teacher Workdays/Digital Learning Days/CCC Meetings) Classroom teachers will assess students with the NSGRA at the end of each quarter. Teachers will use that data to determine guided reading/guided strategy groups and to drive small group instruction. Strong phonics instruction (based on OG trainings) will be continued on a daily basis. Teachers will be required to meet with all students within a small group at least once a week. Teachers will provide differentiated work to students on their level during independent work time. Instructional support staff will provide training, modeling, and feedback on assessing students with the NSGRA, creating groups, scheduling small groups, using the data to drive instruction, and conferring to meet each student's needs. Administration will review classroom data sheets to track students' progress.

	<p>Artifacts:</p> <ul style="list-style-type: none"> -Classroom data sheets with students quarterly NSGRA and each child’s area of instructional focus (accuracy, rate, prosody, decoding, comprehension) to further the student will be noted -Lesson plans that show all components of the literacy block, especially daily planned guided reading/guided strategy groups including the instructional focus and differentiated independent work -Conferring notes for each student’s needs. -CCC meeting minutes -Completion certificates from Ga Literacy Academy Course -Beacon ELA results <p>Progress Monitoring:</p> <p>Administration will review classroom data sheets quarterly to ensure students are progressing. Administration will discuss students who are not progressing with the homeroom teacher.</p> <p>The Instructional Support will review NSGRAs quarterly for interrater reliability.</p> <p>Walk through data will be reviewed to ensure lesson plans and instruction are aligned and meeting students’ needs.</p>
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GOAL #2 Literacy (3-5)	During the 2024-25 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 66.8% to 68.8% as measured by the End of Grade ELA 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?
Third through fifth grade teachers will implement all components of the 120 minute literacy block (including small group instruction and differentiated independent work) to improve students’ reading as indicated by multiple data sources tracked through classroom data sheets.	8/1/24	<p>Performance Target:</p> <p>100% of third through fifth grade teachers will implement all components of the 120 minute literacy block.</p> <p>Implementation (include person responsible):</p> <p>Teachers will implement the lesson plans with all components of the literacy block.</p> <p>Participation/collaboration in GA Literacy Academy Course (Teacher Workdays/Digital Learning Days/CCC Meetings)</p> <p>Classroom teachers will assess students with the NSGRA at the end of each quarter. Teachers will use that data to determine guided reading/guided strategy groups and to drive small group instruction.</p> <p>Teachers will be required to meet with all students within a small group at least once a week.</p> <p>Teachers will provide differentiated work to students on their level during independent work time.</p>

	<p>Instructional support staff will provide training, modeling, and feedback on assessing students with the NSGRA, creating groups, scheduling small groups, using the data to drive instruction, and conferring to meet each student's needs. Administration will review classroom data sheets to track students' progress.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> -Classroom data sheets with students quarterly NSGRA and each child's area of instructional focus (accuracy, rate, prosody, decoding, comprehension) to further the student will be noted -Lesson plans that show all components of the literacy block, especially daily planned guided reading/guided strategy groups including the instructional focus and differentiated independent work -Conferring notes for each student's needs. -CCC meeting minutes -Completion certificates from Ga Literacy Academy Course -Beacon ELA results <p>Progress Monitoring:</p> <p>Administration will review classroom data sheets quarterly to ensure students are progressing. Administration will discuss students who are not progressing with the homeroom teacher. The Instructional Support will review NSGRAs quarterly for interrater reliability. Walk through data will be reviewed to ensure lesson plans and instruction are aligned and meeting students' needs.</p>
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GOAL #3 Math (K-2)	<p>During the 2024-25 school year, we will increase the percentage of students demonstrating math proficiency in grades K-2 from 87.2% to 89.2% as measured by quantile scores.</p>
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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?
Kindergarten through second grade teachers will implement 75 minutes of guided math (including an opening, small group	8/1/24	<p>Performance Target: 100% of teachers will implement the guided math workshop model.</p>

instruction, differentiated independent work time, and closing) to improve students' math skills as indicated by multiple data sources tracked through classroom data sheets.

Implementation *(include person responsible):*

Kindergarten and 1st grade teachers will implement a weekly math intervention block focused on math fluency. CCSD's math lesson plans and powerpoints will be used for daily math instruction. During CCC meetings teams will discuss select prioritized math standards and will complete the entire data team cycle on a quarterly basis.

Artifacts:

- CCC minutes
- Weekly lesson plans that include small group instruction and scheduling of groups along with differentiated independent work
- Walkthrough data
- Data cycle spreadsheet
- Common assessments
- Classroom data sheets
- Beacon math results

Progress Monitoring:

Administration will review classroom data sheets quarterly to ensure students are progressing. Administration will discuss students who are not progressing with the homeroom teacher. The Instructional Support will support CCCs discussion based on upcoming math standards and will help guide the data team cycle. Administration will review the winter and spring Beacon results to determine growth and percentage of students within the grade level band.

**GOAL #4
Math (3-5)**

During the 2024-25 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from (awaiting baseline data from Spring 2024) to (2% above baseline) as measured by the End of Grade Math 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?**

Third through fifth grade teachers will implement 75 minutes of guided math (including an opening, small group

8/1/24

Performance Target:
100% of teachers will implement the guided math workshop model.

<p>instruction, differentiated independent work time, and closing) to improve students' math skills as indicated by multiple data sources tracked through classroom data sheets.</p>	<p>Implementation (<i>include person responsible</i>): Third through fifth grade teachers will implement a weekly math intervention block focused on math fluency. CCSD's math lesson plans and powerpoints will be used for daily math instruction. During CCC meetings teams will discuss select prioritized math standards and will complete the entire data team cycle on a quarterly basis.</p> <p>Artifacts: -CCC minutes -Weekly lesson plans that include small group instruction and scheduling of groups along with differentiated independent work -Walkthrough data -Data Cycle Spreadsheet -Common Assessments -Classroom data sheets -Beacon math results</p> <p>Progress Monitoring: Administration will review classroom data sheets quarterly to ensure students are progressing. Administration will discuss students who are not progressing with the homeroom teacher. The Instructional Support will support CCCs discussion based on upcoming math standards and will help guide the data team cycle. Administration will review the winter and spring Beacon results to determine growth and percentage of students within the grade level band.</p>
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<p>GOAL #5 School Selected</p>	<p>During the 2024-25 school year, we will decrease the number of class disruption, insubordination, and rough and boisterous activities policy violations by 10% as noted in the comprehensive discipline summary.</p>
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<p>Action Step(s)</p>	<p>Start Date</p>	<p>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>
<p>All homeroom teachers will implement a daily meeting focusing on behavioral instruction. Lessons will be generated from</p>	<p>8/1/24</p>	<p>Performance Target: 100% of homeroom teachers will conduct daily meetings with a behavioral focus.</p>

Zones of Regulation materials, Second Step materials and Cobb's Stop, Walk and Talk materials. Implementation will be evaluated by walkthroughs and lesson plans.

Implementation *(include person responsible):*

The student committee will create a scope and sequence for the behavioral instructional focus.
 Homeroom teachers will conduct daily meetings with a behavioral focus.
 The student committee will guide the positive lunchroom behavior system and make changes as needed.

Artifacts:

- Comprehensive discipline summary form
- Student committee minutes
- Weekly lesson plans note dedicated daily meeting time and behavioral focus

Progress Monitoring:

Monthly check ins will occur during the student committee meetings to reflect on the lessons provided, provide further feedback, and determine next steps.

Final Notes

Principal Signature

Ashley Beasley

Assistant Superintendent