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| **School Name:** |
| **East Side Elementary School** |
| **Date:** |
| June 3, 2025 |

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| **GOAL #1** **Literacy (K-2)** | **During the 2025-2026 school year, we will increase our 1st-2nd grade ELA Achievement Scores from 69% scoring as Prepared on the End of Year Beacon Assessment (spring 2025) to 72% scoring as Prepared on the End of Year Beacon Assessment (spring 2026).** |

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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?** |
| 1st and 2nd grade teachers will implement i-Ready to use as an intervention tool for students who are identified as having characteristics of dyslexia or at risk for reading, weekly, as indicated by I-Ready assessment and data.   | August 4, 2025  | **Performance Target:** 100% of 1st and 2nd grade teachers will implement I-Ready as an intervention tool for identified students. |
| **Implementation (***include person responsible***):** The Reading Instructional Support Personnel will guide 1st & 2nd grade teachers on analyzing Amira data to identify students who may have characteristics of dyslexia or scored at risk for reading. 1st & 2nd grade teachers will receive a training on I-Ready intervention provided by the Reading Instructional Support Personnel. 1st & 2nd grade teachers will implement I-Ready as an intervention tool for identified students.  |
| **Artifacts:** CCC meeting minutesGrade level data sheetsReading Instructional Support Personnel training presentations  |
| **Progress Monitoring:** The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention. The school administrative and instructional support team will review I-Ready data dashboard at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention and program.  |
| K, 1st, and 2nd grade teachers will analyze the new ELA Standards and implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.  | August 4, 2025 | **Performance Target:** 100% of K, 1st, 2nd grade teachers will implement the new Tier 1 ELA resources daily in the 120-minute literacy block.  |
| **Implementation (***include person responsible***):** Master Schedules will be created by the Assistant Principal showing times dedicated to the 120-minute Literacy Block. The Reading Instructional Support Personnel will meet with K, 1st, 2nd grade teachers to collaboratively plan the 120-minute Literacy Block, ensuring all components are in place. K, 1st, 2nd grade teachers will submit daily schedules to administration to ensure implementation of the 120-minute Literacy Block and all components are in place. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the 120-mintue Literacy Block and to identify areas of support, training, and professional development.  |
| **Artifacts:** CCC meeting minutesGrade level collaborative planning Reading Instructional Support Personnel training presentationsDaily SchedulesClassroom walkthroughs and observations Districtwide ELA walkthrough form |
| **Progress Monitoring:**  The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block and usage of Wonders curriculum and UFLI curriculum.  |

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| **GOAL #2****Literacy (3-5)** | **During the 2025-2026 school year, we will increase our 3rd, 4th, 5th grade ELA Achievement Scores from 74.6% of students scoring a Level 3/4 on 2025 Spring EOG Milestones to 77% of students scoring Level 3/4 on 2026 Spring EOG 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?** |
| 3rd- 5th grade teachers will implement i-Ready to use as an intervention tool (print and online) for students who have qualified for Early Intervention Program (EIP) weekly, as indicated by i-Ready assessment and data.   | August 4, 2025 | **Performance Target:** 100% of 3rd, 4th, 5th grade teachers will implement I-Ready as an intervention tool for identified students. |
| **Implementation (***include person responsible***):** 3rd, 4th, 5th grade teachers will receive a training on I-Ready intervention provided by the Reading Instructional Support Personnel. 3rd, 4th, 5th grade teachers will implement I-Ready as an intervention tool for identified students.  |
| **Artifacts:** CCC meeting minutesGrade level data sheetsReading Instructional Support Personnel training presentations  |
| **Progress Monitoring:** The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention. The school administrative and instructional support team will review I-Ready data dashboard at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention and program.  |
| 3rd, 4th, 5th grade teachers will analyze the new ELA Standards and implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form. | August 4, 2025 | **Performance Target:** 100% of 3rd, 4th, 5th grade teachers will implement the new Tier 1 ELA resources daily in the 120-minute literacy block  |
| **Implementation (***include person responsible***):** Master Schedules will be created by the Assistant Principal showing times dedicated to the 120-minute Literacy Block. The Reading Instructional Support Personnel will meet with 3rd, 4th, 5th grade teachers to collaboratively plan the 120-minute Literacy Block, ensuring all components are in place. 3rd, 4th, 5th grade teachers will submit daily schedules to administration to ensure implementation of the 120-minute Literacy Block and all components are in place. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the 120-mintue Literacy Block and to identify areas of support, training, and professional development.  |
| **Artifacts:** CCC meeting minutesGrade level collaborative planning Reading Instructional Support Personnel training presentationsDaily SchedulesClassroom walkthroughs and observations Districtwide ELA walkthrough form.  |
| **Progress Monitoring:**  The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block and usage of Wonders curriculum and UFLI curriculum.  |

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| **GOAL #3****Math (K-2)** | **During the 2025-2026 school year, we will increase our K-2nd grade MATH Achievement Scores from 52% scoring as Prepared on the End of Year Beacon Assessment (spring 2025) to 55% scoring as Prepared on the End of Year Beacon Assessment (spring 2026).** |

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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, 1st, 2nd  grade level CCC teams will collaboratively develop and implement Math Assessment Plans, 1 per unit, following the county provided expectations and guidelines, as measured by the Assessment Plans submitted.   | August 4, 2025 | **Performance Target:** 100% of K, 1st, 2nd grade CCC teams will implement common math unit and assessment plans daily in their classrooms.  |
| **Implementation (***include person responsible***):** K, 1st, 2nd grade teachers will be provided three days of collaboration time by the administrative team for collaborative planning to develop math unit plans and common assessments. 1st and 2nd grade teachers will meet with Instructional Support Specialist to collaboratively plan and implement common math unit and assessment plans. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the collaboratively created math unit and assessment plans.  |
| **Artifacts:** CCC meeting minutesCommon Math Unit Plans Math Common assessmentsInstructional Support Specialist training presentationsDaily schedulesLesson plansClassroom walkthroughs and observations  |
| **Progress Monitoring:**  The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math unit plans and common assessments.  |
| A representative from each grade level (K-5) will serve on a Math Vertical Alignment committee, meeting monthly, creating consistency within our school as it relates to the Math workshop time frame and components, as measured by committee meeting minutes, and classroom walkthroughs and observations.  | August 4, 2025 | **Performance Target:** The Math Vertical Alignment Committee will have 100% of representation from each grade level and meet monthly throughout the 25-26 School year.  |
| **Implementation (***include person responsible***):** Administration will develop the Math Vertical Alignment Committee. Administration will schedule and communicate the meeting dates for the Math Vertical Alignment Committee.The Math Vertical Alignment Committee will meet monthly, one Tuesday a month, at 2:45. The Facilitator and Administrative Contact for the Math Vertical Alignment Committee will create meeting agendas for each monthly meeting. The grade level representative will redeliver information from the Math Vertical Alignment Committee to their team to ensure school wide consistency.Classroom walkthroughs and observations will be held to measure consistency across the school as it relates to Math workshop components and teaching.  |
| **Artifacts:** Math Vertical Alignment Committee meeting minutesMath Vertical Alignment Committee member listMath Vertical Alignment Committee meeting dates and agendasDaily SchedulesLesson plans Classroom walkthroughs and observations |
| **Progress Monitoring:**  The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math unit plans and common assessments. Additionally, the team will review the Vertical Math Committee Meeting minutes to ensure school wide alignment of math instruction.  |

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| **GOAL #4****Math (3-5)** | **During the 2025-2026 school year, we will increase our 3rd, 4th, 5th grade Math Achievement Scores from 81.3% of students scoring a Level 3/4 on 2025 Spring EOG Milestones to 84% of students scoring Level 3/4 on 2026 Spring EOG 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?** |
| 3rd, 4th, 5th grade level CCC teams will collaboratively develop and implement Math Assessment Plans, 1 per unit, following the county provided expectations and guidelines, as measured by the Assessment Plans submitted.   | August 4, 2025 | **Performance Target:** 100% of 3rd, 4th, 5th grade CCC teams will implement common math unit and assessment plans daily in their classrooms.  |
| **Implementation (***include person responsible***):** 3rd, 4th, 5th grade teachers will be provided three days of collaboration time by the administrative team for collaborative planning to develop math unit plans and common assessments. 3rd, 4th, 5th grade teachers will meet with Instructional Support Specialist to collaboratively plan and implement common math unit and assessment plans. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the collaboratively created math unit and assessment plans.  |
| **Artifacts:** CCC meeting minutesCommon Math Unit Plans Math Common assessmentsInstructional Support Specialist training presentationsDaily schedulesLesson plansClassroom walkthroughs and observations  |
| **Progress Monitoring:**  The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math unit plans and common assessments.  |
| A representative from each grade level (K-5) will serve on a Math Vertical Alignment committee, meeting monthly, creating consistency within our school as it relates to the Math workshop time frame and components, as measured by committee meeting minutes, and classroom walkthroughs and observations.  | August 4, 2025 | **Performance Target:** The Math Vertical Alignment Committee will have 100% of representation from each grade level and meet monthly throughout the 25-26 School year.  |
| **Implementation (***include person responsible***):** Administration will develop the Math Vertical Alignment Committee. Administration will schedule and communicate the meeting dates for the Math Vertical Alignment Committee.The Math Vertical Alignment Committee will meet monthly, one Tuesday a month, at 2:45. The Facilitator and Administrative Contact for the Math Vertical Alignment Committee will create meeting agendas for each monthly meeting. The grade level representative will redeliver information from the Math Vertical Alignment Committee to their team to ensure school wide consistency.Classroom walkthroughs and observations will be held to measure consistency across the school as it relates to Math workshop components and teaching.  |
| **Artifacts:** Math Vertical Alignment Committee meeting minutesMath Vertical Alignment Committee member listMath Vertical Alignment Committee meeting dates and agendasDaily SchedulesLesson plans Classroom walkthroughs and observations |
| **Progress Monitoring:**  The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math unit plans and common assessments. Additionally, the team will review the Vertical Math Committee Meeting minutes to ensure school wide alignment of math instruction.  |

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| **GOAL #5****School Selected** | **During the 2025-2026 school year, East Side will become a CCSD Trained Zones of Regulation School, with 100% of classrooms implementing calm stations, weekly lessons, and zones of regulation strategies/language.** |

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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?** |
| All staff will receive professional learning and training by Lucrecia Hare, CCSD trainer, on August 18, 2025 as measured by attendance logs.  | August 18, 2025 | **Performance Target:** 100% of certified and classified staff will attend and participate in the Zones of Regulation training on August 18, 2025 and implement the strategies learned in their classrooms on a daily basis, as measured by walkthrough and observations.  |
| **Implementation (***include person responsible***):** CCSD trainer Lucrecia Hare will train staff on August 18, 2025. 8:30-9:30 All staff attend session 19:45-10:45 K, 1st, 2nd grades and paras attend session 211:00-12:00 3rd, 4th, 5th grades attend session 212:00-12:30 Specialist and support attend session 2 |
| **Artifacts:** Training presentation Books providedResources provided  |
| **Progress Monitoring:**  The school administrative team will monitor attendance and implementation of the Zones of Regulation training, resources, and lessons through walkthroughs and classroom observations.  |
| Parent workshops will be scheduled in person (day) and virtual (night) and resources will be provided to parents to implement Zones of Regulation at home, as measured by meeting notices and attendance logs.  | August 2025 | **Performance Target:** Parents will be invited to attend a parent training of Zones of Regulation presented by CCSD trainer, Lucrecia Hare. In person workshop during the day, Virtual workshop offered in evening hours.  |
| **Implementation (***include person responsible***):** CCSD trainer Lucrecia Hare.School administrationPTA Executive board |
| **Artifacts:** Training presentationResources provided  |
| **Progress Monitoring:**  The school administration will attend the parent workshops and monitor attendance. PTA will provide a survey to parents to measure their response.  |

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| **Final Notes** |
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| **Principal Signature** |
| Maria Clark |
| **Assistant Superintendent** |
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