

*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: Hayes Elementary School

Monitoring Date:

GOAL #1
Literacy (K-2)

The percentage of K-2 students scoring mastery will increase from 71.5% at the beginning of the year to 76.5% by the end of the year as measured by the 2024-2025 Amira 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?
<ul style="list-style-type: none"> K - 2 teachers will implement the designated small group instructional block daily to improve phonics and phonemic awareness as indicated by walk-through data. 	August - May	<p>Performance Target: 100% of K-2 teachers will implement a 30-45 small group instructional block to build phonics and phonemic awareness skills.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> All K-2 teachers will complete the GA Learns/Cox Campus Learning Modules for improved phonics and phonemic awareness instruction All K-2 teachers will provide explicit phonics instruction daily Administration will create a master schedule allocating small group instruction time for all K-2 teachers Administration will conduct regular fidelity checks of small group instructional time at least 3 times per week Instructional Support Staff will assist developing teachers per Administration's request

		<p>Artifacts:</p> <ul style="list-style-type: none"> Schedules Walkthrough Data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Weekly CCC Meetings Admin. will review weekly lesson plans and provide feedback Admin. will conduct fidelity checks and walkthroughs and provide feedback
<ul style="list-style-type: none"> K - 2 teachers will implement Universal Design for Learning (UDL) to purposefully plan small group instruction to improve phonics and phonemic awareness as indicated through weekly lesson plan review. 	September - May	<p>Performance Target: 100% of K-2 teachers will implement UDL for purposeful small-group instructional planning to build students' phonics and phonemic awareness skills.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Special Education Instructional Support will facilitate UDL training for all K-2 teachers All K-2 teachers will pre-plan weekly small group lessons for students of various degrees of readiness Admin. will review lesson plans and provide feedback <p>Artifacts:</p> <ul style="list-style-type: none"> Assessment Data (Amira, Beacon, and iReady, etc.) CCC Minutes Lesson Plans UDL PL Documentation Walkthrough Data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Admin. will review weekly lesson plans Admin. will conduct fidelity checks and walkthroughs

<p>GOAL #2 Literacy (3-5)</p>	<p>The percentage of students scoring proficient and distinguished will increase from 64.1% to 69.1% as measured by the 2024-2025 EOG ELA Georgia Milestones Assessment.</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?
<ul style="list-style-type: none"> 3 - 5 teachers will implement the designated small group instructional block daily for vocabulary development and improve fluency and reading comprehension as indicated by walk-through data. 	August - May	<p>Performance Target: 100% of 3-5 teachers will implement a 30-45 small group instructional block to build vocabulary, fluency, and reading comprehension skills.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> All 3-5 teachers will complete the GA Learns/Cox Campus Learning Modules for improved vocabulary and reading comprehension instruction All 3-5 teachers will provide explicit vocabulary instruction daily Administration will create a master schedule allocating small group instruction time for all 3-5 teachers Administration will conduct regular fidelity checks of small group instructional time at least 3 times per week Instructional Support Staff will assist developing teachers per Administration's request <p>Artifacts:</p> <ul style="list-style-type: none"> Schedules Walkthrough Data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Weekly CCC Meetings Admin. will review weekly lesson plans and provide feedback Admin. will conduct fidelity checks and walkthroughs and provide feedback
<ul style="list-style-type: none"> 3 - 5 teachers will implement Universal Design for Learning (UDL) to purposefully plan small group instruction to 	September - May	<p>Performance Target: 100% of 3-5 teachers will implement UDL for purposeful small-group instructional planning to build vocabulary, fluency, and reading comprehension skills.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Special Education Instructional Support will facilitate UDL training for all 3-5 teachers

<p>improve vocabulary development, fluency, and reading comprehension as indicated through weekly lesson plan review.</p>	<ul style="list-style-type: none"> All 3-5 teachers will pre-plan weekly small group lessons for students of various degrees of readiness Admin. will review lesson plans and provide feedback <p>Artifacts:</p> <ul style="list-style-type: none"> Assessment Data (Amira, Beacon, and i-Ready, etc.) CCC Minutes Lesson Plans UDL PL Documentation Walkthrough Data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Admin. will review weekly lesson plans Admin. will conduct fidelity checks and walkthroughs
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<p>GOAL #3 Math (K-2)</p>	<p>The percent of 1st – 2nd-grade students scoring prepared will increase from 4.5% at the beginning of the year to 50% by the end of the year as measured by the 2024-2025 Spring administration of the Beacon assessment. ACTION STEPS:</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?
<ul style="list-style-type: none"> K - 2 teachers will implement the designated small group instructional block daily to improve the automaticity of math facts (addition and 	<p>August - May</p>	<p>Performance Target: 100% of K-2 teachers will implement a 30-45 small group instructional block to build students' automaticity of math facts and their understanding of mathematical operations.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> CCC Math Leads will redeliver quarterly training to their grade levels as provided by the CCSD Mathematics Department All K-2 teachers will provide explicit instruction in numeracy and operations daily.

<p>subtraction) and how those operations work as indicated by walk-through data.</p>		<ul style="list-style-type: none"> Administration will create a master schedule allocating small group instruction time for all K-2 teachers Administration will conduct regular fidelity checks of small group instructional time at least 3 times per week Instructional Support Staff will assist developing teachers per Administration's request <p>Artifacts:</p> <ul style="list-style-type: none"> Schedules Walkthrough Data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Weekly CCC Meetings Admin. will review weekly lesson plans and provide feedback Admin. will conduct fidelity checks and walkthroughs and provide feedback
<ul style="list-style-type: none"> K - 2 teachers will implement Universal Design for Learning (UDL) to purposefully plan small group instruction to improve the automaticity of math facts (addition and subtraction) as indicated through weekly lesson plan review. 	<p>September - May</p>	<p>Performance Target: 100% of K-2 teachers will implement UDL for purposeful small-group instructional planning to build students' automaticity skills.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Special Education Instructional Support will facilitate UDL training for all K-2 teachers All K-2 teachers will pre-plan weekly small group lessons for students of various degrees of readiness Admin. will review lesson plans and provide feedback <p>Artifacts:</p> <ul style="list-style-type: none"> Assessment Data (Beacon, etc.) CCC Minutes Lesson Plans Math Exemplars UDL PL Documentation Walkthrough Data

	Progress Monitoring: <ul style="list-style-type: none"> Admin. will review weekly lesson plans Admin. will conduct fidelity checks and walkthroughs
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GOAL #4 Math (3-5)	The percentage of students scoring proficient and distinguished will increase from 66.3% to 71.3% as measured by the 2024-2025 EOG Math Georgia Milestones 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?
<ul style="list-style-type: none"> 3-5 teachers will implement the designated small group instructional block daily to improve the automaticity of math facts (multiplication and division) and how those operations work as indicated by walk-through data. 	August - May	Performance Target: 100% of 3-5 teachers will implement a 30-45 small group instructional block to build students' automaticity of math facts and their understanding of mathematical operations.
		Implementation (include person responsible): <ul style="list-style-type: none"> CCC Math Leads will redeliver quarterly training to their grade levels as provided by the CCSD Mathematics Department All 3-5 teachers will provide explicit instruction in numeracy and operations daily. Administration will create a master schedule allocating small group instruction time for all 3-5 teachers Administration will conduct regular fidelity checks of small group instructional time at least 3 times per week Instructional Support Staff will assist developing teachers per Administration's request
		Artifacts: <ul style="list-style-type: none"> Schedules Walkthrough Data
		Progress Monitoring: <ul style="list-style-type: none"> Weekly CCC Meetings Admin. will review weekly lesson plans and provide feedback

		<ul style="list-style-type: none"> Admin. will conduct fidelity checks and walkthroughs and provide feedback
<ul style="list-style-type: none"> 3 - 5 teachers will implement Universal Design for Learning (UDL) to purposefully plan small group instruction to improve the automaticity of math facts (multiplication and division) as indicated through weekly lesson plan review. 	September - May	<p>Performance Target: 100% of 3-5 teachers will implement UDL for purposeful small-group instructional planning to build students' automaticity skills.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Special Education Instructional Support will facilitate UDL training for all 3-5 teachers All 3-5 teachers will pre-plan weekly small group lessons for students of various degrees of readiness Admin. will review lesson plans and provide feedback <p>Artifacts:</p> <ul style="list-style-type: none"> Assessment Data (Beacon, etc.) CCC Minutes Lesson Plans Math Exemplars UDL PL Documentation Walkthrough Data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Admin. will review weekly lesson plans Admin. will conduct fidelity checks and walkthroughs

GOAL #5 School Selected	
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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?
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		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