

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

Monitoring Date: 1/2/26

GOAL #1
Literacy (K-2)

By the end of the 2025–2026 school year, the percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment will increase from 53.4% to 58%.

By May of the 2025-2026 school year, 80% of kindergarten students will demonstrate foundational literacy skills by correctly identifying all uppercase and lowercase letters, producing the corresponding letter sounds, and blending simple CVC (consonant-vowel-consonant) words as measured by the GKIDS assessment.

Action Step(s)

Summary of Artifacts Indicating Implementation
 (See SSP)

Data Summary of Evidence Indicating Impact
 (See SSP) Include progress toward goals

Teachers will implement the new Tier I ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.

Artifacts:

- PL sessions with agendas and sign in sheets
- Minutes/Data Forms from CCC meetings
- Data from District Literacy Walks
- Administering and analyzing unit and progress monitoring assessments in Wonders

Artifact Summary:

Artifacts reflect ongoing collaboration, data use, and literacy-focused instructional practices. PL sessions are documented through agendas and sign-in sheets.

CCC minutes and data forms for each grade level are maintained in the shared Hayes OneNote, with data forms completed throughout the year and team leaders monitoring submission deadlines.

Data from District Literacy (ELA) Walks were shared with staff and reviewed in greater detail with the Guiding Coalition to inform instructional next steps (with a focus on collaborative conversations and active, student-centered learning)

Grade-level teams are administering and using Wonders unit and progress monitoring assessments to guide instruction. While implementation varies across teams, all grade levels are engaged, with some teams demonstrating stronger consistency than others.

Evidence:

The percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 53.4% in the fall to 75% in the winter.

Based on the GKIDS Readiness Assessment and quarterly report cards, our kindergarten students are on track for demonstrating proficiency in letter identification and sounds and blending simple CVC words.

Evidence Summary:

Data from the ELA Beacon Assessment show notable growth in early literacy achievement following the implementation of action steps aligned to Wonders instructional resources. The percentage of 1st–2nd grade students scoring in the "Prepared" or "Near Target" domains increased over 20% from the fall to the winter, indicating positive impact from targeted instruction and progress monitoring practices.

<p>Early Intervention Program (EIP) teachers implement intensive structured literacy intervention sessions (daily) to provide targeted support in word recognition and language comprehension, utilizing data from common progress monitoring assessments.</p>	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • Intervention tracking through RTI/MTSS • CCC meeting minutes/agendas • Grade Level Data Sheets <p><u>Artifact Summary:</u></p> <p>These artifacts reflect a streamlined RTI/MTSS process grounded in collaboration and data-driven decision-making. Intervention tracking supports ongoing progress monitoring, while CCC agendas and minutes document teacher collaboration around intervention strategies and instructional adjustments. Teachers also participate in monthly grade level RTI meetings. Grade-level data sheets reinforce shared ownership through common goals and aligned interventions, ensuring consistency across classrooms. Our assistant principal and 1st and 2nd grade EIP teachers monitor the consistent use of i-ready and imagine learning to fill gaps in foundational literacy skills.</p>	<p>(same as above)</p> <p>Evidence:</p> <p>The percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 53.4% in the fall to 75% in the winter.</p> <p>Based on the GKIDS Readiness Assessment and quarterly report cards, our kindergarten students are on track for demonstrating proficiency in letter identification and sounds and blending simple CVC words.</p> <p>Evidence Summary:</p> <p>Data from the ELA Beacon Assessment show notable growth in early literacy achievement following the implementation of action steps aligned to Wonders instructional resources. The percentage of 1st–2nd grade students scoring in the "Prepared" or "Near Target" domains increased over 20% from the fall to the winter, indicating positive impact from targeted instruction and progress monitoring practices.</p>
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<p>GOAL #2 Literacy (3-5)</p>	<p>By the end of the 2025–2026 school year, the percentage of 3rd -5th grade students scoring level 3 or 4 will increase from 37% to 42% as measured by the Milestone Assessment.</p>
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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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Teachers will implement the new Tier I ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.

Artifacts:

- PL sessions with agendas and sign in sheets
- Minutes/Data Forms from CCC meetings
- Data from District Literacy Walks
- Administering and analyzing unit and progress monitoring assessments in Wonders

Artifact Summary:

Artifacts reflect ongoing collaboration, data use, and literacy-focused instructional practices. PL sessions are documented through agendas and sign-in sheets.

CCC minutes and data forms for each grade level are maintained in the shared Hayes OneNote, with data forms completed throughout the year and team leaders monitoring submission deadlines.

Data from District Literacy (ELA) Walks were shared with staff and reviewed in greater detail with the Guiding Coalition to inform instructional next steps (with a focus on collaborative conversations and active, student-centered learning)

Grade-level teams are administering and using Wonders unit and progress monitoring assessments to guide instruction. While implementation varies across teams, all grade levels are engaged, with some teams demonstrating stronger consistency than others.

Evidence:

While students do not take the Milestone assessment again until the spring of 2025, we used Beacon as an indicator of predictive Milestone scores, focused specifically on Lexile levels in ELA and the Beacon quartile movement to show progress (positive/negative). The greatest improvement was evident in the 3rd quartile for 3rd and 4th grade and in the median for 5th grade, showing growth in all grade levels.

Evidence Summary:

Although the minimum and maximum score range did decrease in some areas in the grade levels, the overall quartile bands went up for each grade level. With a positive difference of 40 for Q3 in 3rd grade, 26 for Q3 in 4th grade, and 60 in the median for 5th grade. Any student who went down more than 1 quartile were identified for intervention block and tutoring support.

<p>CCCs will examine data from common formative assessments and Beacon to develop a comprehensive plan for intervention that incorporate both remedial and enrichment activities, ensuring that instruction meets the individual literacy needs of all students.</p>	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • Intervention tracking through RTI/MTSS • CCC meeting minutes/agendas • Grade Level Data Sheets • Beacon Data • School-wide Intervention Block Schedule <p><u>Artifact Summary:</u></p> <p>These artifacts reflect a streamlined RTI/MTSS system focused on collaboration and data-driven support. Intervention tracking, Beacon data, and grade-level data sheets are used to identify needs and monitor student progress. CCC agendas and minutes document collaborative planning around interventions, while the school-wide intervention block schedule ensures consistent implementation across grade levels.</p>	<p><u>Evidence:</u></p> <p>The percentage of 3rd, 4th, and 5th grade students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 79% in the fall to 87% in the winter.</p> <p><u>Evidence Summary:</u></p> <p>ELA Beacon Assessment data indicate continued growth in upper elementary literacy achievement. The percentage of 3rd, 4th, and 5th grade students scoring in the "Prepared" or "Near Target" domains increased from 79% in the fall to 87% in the winter, demonstrating positive impact from targeted instruction and ongoing progress monitoring.</p>
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<p>GOAL #3 Math (K-2)</p>	<p>By the end of the 2025–2026 school year, the percentage of K-2nd grade students scoring in the “prepared” or “near target” domains will increase from 59.8% to 65% as measured by the Math Beacon Assessment.</p> <ul style="list-style-type: none"> • Kindergarten will use GKIDS as a measurement until spring.
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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>Teachers will collaboratively develop and implement common math assessment plans, 1 per unit, following the county expectations and guidelines, as measured by the assessment plans submitted.</p>	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • CCC meeting minutes • Common math unit plans and assessments • Classroom walkthrough and observation data • School wide schedule to include a minimum of 80 minutes for daily math instruction <p><u>Artifact Summary:</u></p> <p>These artifacts have focused on strengthening math instruction through collaboration and consistency. CCC minutes reflect ongoing planning and data discussions, while common math unit plans and assessments ensure alignment across grade levels (stronger in some grade, than others) Walkthrough and observation data inform instructional feedback and our admin team will be planning to complete more of these in the spring semester. Finally, the school-wide schedule guarantees a minimum of 80 minutes of daily math instruction to support student learning.</p>	<p><u>Evidence:</u></p> <p>The percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 59.8% in the fall to 83% in the winter.</p> <p><u>Evidence Summary:</u></p> <p>ELA Beacon Assessment data indicate strong growth in math achievement. The percentage of 1st–2nd grade students scoring in the "Prepared" or "Near Target" domains increased by over 20% from fall to winter, demonstrating meaningful progress in student learning.</p>
<p>Members of the curriculum committee and district math CCC leads will organize resources and workshop sessions each semester for families to support math learning at home to reinforce skills and build students' mathematical understanding.</p>	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • Curriculum committee meeting minutes and agendas • Scheduled parent workshops • CTLS Parent Newsletters • Survey Feedback from Stakeholders <p><u>Artifact Summary:</u></p> <p>These artifacts reflect ongoing efforts to strengthen family and stakeholder engagement with math standards. Curriculum committee minutes and agendas document instructional planning, while CTLS parent newsletters support regular communication. A limited number of parent workshops were held, with plans to increase consistency in the second semester. A stakeholder survey will be administered in the spring to gather feedback on workshops, curriculum nights, resources, and communication around</p>	<p><u>Evidence:</u></p> <p>The percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 59.8% in the fall to 83% in the winter.</p> <p><u>Evidence Summary:</u></p> <p>ELA Beacon Assessment data indicate strong growth in math achievement. The percentage of 1st–2nd grade students scoring in the "Prepared" or "Near Target" domains increased by over 20% from fall to winter, demonstrating meaningful progress in student learning which could be attributed to a strong engagement with the Hayes community.</p>

	grade-level math standards to inform next steps for the upcoming school year.	
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GOAL #4 Math (3-5)	By the end of the 2025–2026 school year, the percentage of 3rd -5th grade students scoring level 3 or 4 will increase from 45% to 50% as measured by the Milestone 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>Teachers will collaboratively develop and implement common math assessment plans, 1 per unit, following the county expectations and guidelines, as measured by the assessment plans submitted.</p>	<p>(same as above-school wide to include all grade levels)</p> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • CCC meeting minutes • Common math unit plans and assessments • Classroom walkthrough and observation data • School wide schedule to include a minimum of 80 minutes for daily math instruction <p><u>Artifact Summary:</u></p> <p>These artifacts have focused on strengthening math instruction through collaboration and consistency. CCC minutes reflect ongoing planning and data discussions, while common math unit plans and assessments ensure alignment across grade levels (stronger in some grade, than others) Walkthrough and observation data inform instructional feedback and our admin team will be planning to complete more of these in the spring semester. Finally, the school-wide schedule guarantees a minimum of 80 minutes of daily math instruction to support student learning.</p>	<p><u>Evidence:</u></p> <p>The percentage of 3rd, 4th, and 5th grade students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 51% in the fall to 67% in the winter.</p> <p><u>Evidence Summary:</u></p> <p>Math assessment data show measurable growth in upper elementary achievement. The percentage of 3rd, 4th, and 5th grade students scoring in the "Prepared" or "Near Target" domains increased from 51% in the fall to 67% in the winter, indicating positive progress.</p> <p>The achievement index for math beacon scores decreased in third and fourth grade, but increased in 5th grade.</p> <p>3rd Grade -2 4th Grade -9 5th Grade +5</p> <p>Students who dropped more than one band or dropped from an achievement level 4 to a 3, are being identified for continued interventions and certified tutoring support.</p>
<p>Members of the curriculum committee will organize resources and quarterly workshop sessions for families to support math learning at home to reinforce skills and build students' mathematical understanding.</p>	<p>(same as above-school wide to include all grade levels)</p> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • Curriculum committee meeting minutes and agendas • Scheduled parent workshops • CTLS Parent Newsletters • Survey Feedback from Stakeholders <p><u>Artifact Summary:</u></p> <p>These artifacts reflect ongoing efforts to strengthen family and stakeholder engagement with math standards. Curriculum committee minutes and agendas document instructional planning, while CTLS parent newsletters support regular communication. A limited number of parent workshops were held, with plans to increase consistency in</p>	<p>Same as above</p> <p><u>Evidence:</u></p> <p>The percentage of 3rd, 4th, and 5th grade students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment increased from 51% in the fall to 67% in the winter.</p> <p><u>Evidence Summary:</u></p> <p>Math assessment data show measurable growth in upper elementary achievement. The percentage of 3rd, 4th, and 5th grade students scoring in the "Prepared" or "Near Target" domains increased from 51% in the fall to 67% in the winter, indicating positive progress.</p>

	<p>the second semester. A stakeholder survey will be administered in the spring to gather feedback on workshops, curriculum nights, resources, and communication around grade-level math standards to inform next steps for the upcoming school year.</p>	<p>The achievement index for math beacon scores decreased in third and fourth grade, but increased in 5th grade. 3rd Grade -2 4th Grade -9 5th Grade +5</p> <p>Students who dropped more than one band or dropped from an achievement level 4 to a 3, are being identified for continued interventions and certified tutoring support.</p>
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GOAL #5 School Selected	By the end of the 2025-2026 school year, improve academic outcomes for students with disabilities by scoring level 2-4 in ELA from 43% to 48% as measured by the ELA Milestone 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>Administration team establishes a school committee with a specific focus on special education that meets monthly to analyze student data and collaboratively plan targeted interventions and specialized instruction aimed at improving literacy outcomes for students with disabilities.</p>	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • SPED committee meeting minutes and agendas • Walkthrough observation data <p><u>Artifact Summary:</u></p> <p>These artifacts reflect collaborative planning and monitoring of special education strategies. SPED committee agendas and minutes document professional learning and decision-making around student needs. The administration team (lead by the SSA) have completed walkthroughs of all shared teaching classroom and program classrooms to provide feedback and data to inform instruction.</p>	<p><u>Evidence:</u></p> <p>Using math Beacon fall and winter scores, our Using Math Beacon fall and winter scores, our students with disabilities increased the percentage of students near target from 21% to 39%. In ELA, the data is not as positive, with 26% of students improving their quantile for their Lexile levels and 28% of students' Lexile scores dropping by one or more quantile levels.</p> <p><u>Evidence Summary:</u></p> <p>Based on Math Beacon fall and winter data, students with disabilities showed notable growth, with the percentage of students performing near target increasing from 21% to 39%. In contrast, ELA results were mixed, as 26% of students demonstrated growth in their Lexile quantile levels, while 28% experienced a decline of one or more quantile levels. Overall, math outcomes reflect stronger progress than ELA during this period.</p>
<p>Student Support Administrator (SSA) provides ongoing professional development for teachers and staff through weekly cluster collaboration time, focusing on research-based strategies and instructional practices to support specialized instruction.</p>	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • SSA walkthrough and observation feedback • Cluster collaboration agenda and minutes from meetings <p><u>Artifact Summary:</u></p> <p>These artifacts document ongoing collaboration and instructional monitoring. SSA walkthrough and observation feedback are used to inform instructional practices, while cluster collaboration agendas and minutes reflect shared planning, reflection, and alignment across teams and schools (Hayes and Pine Mountain Middle)</p>	<p>(same as above)</p> <p><u>Evidence:</u></p> <p>Using math Beacon fall and winter scores, our Using Math Beacon fall and winter scores, our students with disabilities increased the percentage of students near target from 21% to 39%. In ELA, the data is not as positive, with 26% of students improving their quantile for their Lexile levels and 28% of students' Lexile scores dropping by one or more quantile levels.</p> <p><u>Evidence Summary:</u></p> <p>Based on Math Beacon fall and winter data, students with disabilities showed notable growth, with the percentage of students performing near target increasing from 21% to 39%. In contrast, ELA results were mixed, as 26% of students demonstrated growth in their Lexile quantile levels, while 28% experienced a decline of one or more quantile levels. Overall, math</p>

		outcomes reflect stronger progress than ELA during this period.
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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...
	N/A	

