

School Name: Murdock Elementary
Date: August 1, 2024

GOAL #1 Literacy (K-2)	During the 24-25 school year, we will increase the percentage of students demonstrating reading proficiency from 80% to 87% as measured by Amira	
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-2 Teachers will implement the 120-minute instructional block for English Language Arts using research-based practices aligned with the Science of Reading learned through LETRS training and Georgia Literacy Academy.	8/1/24	<b>Performance Target:</b> There will be an increase of 7%, per grade level (K-2), of students demonstrating reading proficiency on Amira.
		<b>Implementation (include person responsible):</b> <ul style="list-style-type: none"> <li>Administration creates school-wide schedule to support the 120-minute ELA block in all grade levels.</li> <li>Instructional Support Specialists &amp; Reading Instructional Support Personnel will provide planned professional development throughout the 24-25 school year to Kindergarten-2<sup>nd</sup> Grade and IRR Teachers.</li> <li>Instructional Support Specialists &amp; Reading Instructional Support Personnel will model lessons and coach teachers using the Cobb ELA framework.</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Completed Georgia Literacy Academy Modules</li> <li>Completed LETRS Units</li> <li>School-wide Schedule</li> <li>LETRS and Georgia Literacy Academy Training Schedules</li> <li>Cobb Collaborative Community documentation</li> <li>Amira Student Data</li> </ul>
		<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>Administrative instructional observations</li> <li>Response to Intervention data</li> <li>Grade Level Common Formative and Summative Assessments.</li> </ul>

<b>GOAL #2</b> <b>Literacy (3-5)</b>	<b>During the 24-25 school year, we will increase the percentage of 3<sup>rd</sup> - 5<sup>th</sup> grade students demonstrating ELA proficiency at a Level 3 or greater from 81% to 86% as measured by the Georgia Milestone Assessment.</b>	
<b>Action Step(s)</b>	<b>Start Date</b>	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
3-5 Teachers will implement the 120-minute instructional block for English Language Arts using research-based practices aligned with the Science of Reading learned through LETRS training, Expeditionary Learning and Georgia Literacy Academy.	8/1/24	<p><b>Performance Target:</b> There will be an increase of 5% of students demonstrating reading proficiency on the Georgia Milestone Assessment.</p> <p><b>Implementation (include person responsible):</b></p> <ul style="list-style-type: none"> <li>Administration creates school-wide schedule to support the 120-minute ELA block in all grade levels.</li> <li>Instructional Support Specialists &amp; Reading Instructional Support Personnel will provide planned professional development throughout the 24-25 school year to 3<sup>rd</sup> – 5<sup>th</sup> Grade and IRR Teachers.</li> <li>Instructional Support Specialists &amp; Reading Instructional Support Personnel will model lessons and coach teachers using the Cobb ELA framework.</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Completed Georgia Literacy Academy Modules</li> <li>Completed LETRS Units</li> <li>School-wide Schedule</li> <li>LETRS and Georgia Literacy Academy Training Schedules</li> <li>Cobb Collaborative Community documentation</li> <li>Milestone Data</li> </ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>Administrative instructional observations</li> <li>Response to Intervention Data</li> <li>Grade Level Common Formative and Summative Assessments.</li> </ul>

<b>GOAL #3</b> <b>Math (K-5)</b>	<b>During the 24-25 school year, we will increase the percentage of students demonstrating math proficiency from 80% to 85% as determined by a quantile measure.</b>	
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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-5 teachers will implement a What Individuals Need (W.I.N) Mathematics block differentiating instruction per unit based on student need.	8/1/24	<p><b>Performance Target:</b>            There will be an increase of 5% of students demonstrating Mathematics proficiency on Beacon.</p> <p><b>Implementation (include person responsible):</b></p> <ul style="list-style-type: none"> <li>• Administration creates school-wide mathematics intervention and extension block.</li> <li>• Instructional Support Specialists model lessons and coach teachers using the Cobb Math framework.</li> <li>• IRR teachers will focus on student Individualized Education Plan (IEP) mathematics goals.</li> <li>• Teachers will implement tier 2 and tier 3 mathematics intervention plans.</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• School-wide Schedule</li> <li>• Cobb Collaborative Community documentation</li> <li>• Beacon Student Data</li> </ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Response to Intervention Data</li> <li>• Common Formative Assessments and Summative Assessments</li> <li>• Administration instructional observations</li> </ul>

<b>GOAL #4</b> School Selected	<b>During the 24-25 school year, we will increase parent involvement and communication by creating systemic progress reports and newsletters that inform parents of student learning and provides explicit examples and suggestions for at home support</b>	
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-5 Teachers will create systematic grade level progress reports and newsletters to inform parents of prioritized learning to increase school to home relations and support	8/1/24	<p><b>Performance Target:</b>            80% of parents will be satisfied with school communication and increased parent involvement opportunities.</p> <p><b>Implementation (include person responsible):</b></p> <ul style="list-style-type: none"> <li>• Instructional Support Specialists will provide guidance and support to grade level teachers in creating systematic progress reports to inform parents of priority standards and student learning.</li> </ul>

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- Grade level (K-5) teachers will include Learning Connections in their weekly newsletters to provide consistent messaging to parents around grade level standards.

**Artifacts:**

- Principal Advisory Council Meeting Minutes
- Scheduled activities and events around student learning
- Grade Level Newsletters
- Murdock Weekly, parent newsletters sent by principal
- Progress Reports

**Progress Monitoring:**

- Quantitative Parent survey data
- Qualitative Principal Advisory Survey data
- CTLS Analytics

**Final Notes**

**Principal Signature**

**Assistant Superintendent**

