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| *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: Blackwell Elementary |
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| Monitoring Date: |
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| GOAL #1  Literacy (K-2) | By the end of the 2024-25 SY, at least 80% of all Kindergarten, first, and second-grade students will demonstrate proficiency in grade-level reading (according to the REAP and LETRS scope and sequence), as measured by Acadience results and or i-Ready.  Baseline: Will be added in August Note: Acadience is given 3 times per year. |

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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? |
| 1. Staff (K-2) will follow the REAP scope and sequence already created for daily teaching.  2. Progress monitoring (based on Acadience data) in K-2.  3. Response to Intervention and WIN (What I Need) time will be utilized daily throughout the school year to target student learning through data and best practices. Teachers will be expected to "share students" to differentiate appropriately this year. | 8/24 | Performance Target:  K-2 students |
| Implementation (*include person responsible*):  EIP team & K-3 teachers |
| Artifacts:  Acadience and progress monitoring data |
| Progress Monitoring:  Progress monitoring will take place each Friday. |

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| GOAL #2  Literacy (3-5) | By the end of the 2024-25 SY, at least 80% of all third, fourth and fifth grade students will demonstrate proficiency in grade level comprehension, as measured by the Next Steps Reading Assessments and the Reading Inventory and the Georgia Milestones. Baseline: Will be added in August.  Note: Reading Inventory given a minimum of 3-5 times per year and Next Steps is given 3-5 times per year. |

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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? |
| 1. Staff will follow the Next Steps Lessons based on the outcome of the Next Steps assessments. All teachers must integrate writing each day.  2. Staff will monitor comprehension using Nest Step Guided Reading Assessment Forms 3-5.  3. Response to Intervention and WIN (What I Need) time will be utilized daily throughout the school year to target student learning through data and best practices. Teachers will be expected to "share students" to differentiate appropriately this year. | 8/24 | Performance Target:  K-2 Students |
| Implementation (*include person responsible*):  EIP & K-3 teachers |
| Artifacts:  NSGR data |
| Progress Monitoring:  Done each Friday (this may change as the year progresses) |

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| GOAL #3  Math (K-2) | By the end of the 2024-2025 school year, 80 % of students in grades K-2 will meet or exceed grade-appropriate computational fluency standards based on Georgia's K-12 Mathematics Standards and fluency |

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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? |
| 1. Students in K-2 will meet computational fluency standards through exposure and cyclical teaching during math their math block and during WIN time.  2. Math professional development for staff to navigate state standards. Professional development will be taken through district experts, CTLS Math PL. | 8/24 | Performance Target:  K-2 students |
| Implementation (*include person responsible*):  K-2 teachers & EIP team |
| Artifacts:  Lesson plans & exit tickets |
| Progress Monitoring:  Data analysis of progress monitoring tools in weekly CCC meetings will provide ample information to monitor progress. |

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| GOAL #4  Math (3-5) | By the end of the 2024-2025 school year, 80 % of students will have accurate outcomes of word problems as measured by the CTLS assess Assessments. |

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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? |
| 1. Teachers will employ the RACE strategies (school wide problem solving strategy) to teach word problem-solving. | 8/24 | Performance Target:  3-5 Students |
| Implementation (*include person responsible*):  EIP & 3-5 teachers |
| Artifacts:  Exit Tickets using RACE strategies |
| Progress Monitoring:  Data analysis of progress monitoring tools in weekly CCC meetings will provide ample information to monitor progress. |

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| GOAL #5  School Selected | During the 2024-2025 school year, Blackwell teachers will use the CCSD Bullying program to decrease incidents of bullying by 20%  Baseline = 20 referrals. |

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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? |
| 1. Strategies include explicit teaching of bullying protocol, classroom management, clear expectations at open house/orientation, classroom meetings, and behavior incentives.  2. Professional learning on CCSD bullying strategies and protocol. | 8/24 | Performance Target:  All students |
| Implementation (*include person responsible*):  Lead by Counselors and Specialists- A positive school climate and culture promotes positive behavior and helps provide a safe and respectful setting for students and staff. Blackwell has adopted the CCSD Bullying strategies. All staff will be responsible for fostering and creating a positive climate and culture that aligns with our goal. |
| Artifacts:  Lesson plans to include: morning meetings, bullying posters/videos, and bullying strategies. |
| Progress Monitoring:  Progress will be monitored quarterly by reviewing disciplinary action reports in CSIS and through observation of school-wide behaviors. |

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