

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: Mount Bethel ES

Monitoring Date: Beginning, Middle, & End of Year

GOAL #1
Literacy (K-2)

By the end of the 24-25 school year, 70% of K-3rd grade students will demonstrate proficient (green) as measured by the Amira Reading Mastery (AREA) Assessments.

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"> Teachers will provide systematic and explicit whole group phonics instruction daily. Teachers will provide targeted small group phonics instruction based on student performance and need. 	August 2024	Performance Target: 70% of K-3 rd grade students score proficient (green) on Amira.
		Implementation (include person responsible): Assistant Principals, Instructional Specialist, and Classroom Teachers will administer Amira to all K-3 students.
		Artifacts: Student results from assessments.
		Progress Monitoring: Students that score 25% or below will be flagged to be assessed in i-Ready and receive intervention/EIP support.

GOAL #2 Literacy (3-5)	By the end of the 24-25 school year, 89% of 3-5 students will demonstrate a proficient or advanced performance standard based on Lexile bands as measured by the growth from Beacon 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?
<ul style="list-style-type: none"> Teachers will provide systematic and explicit whole group advanced word study instruction daily. Teachers will provide targeted small group instruction based on student performance and need. 	August 2024	Performance Target: 89% of 3 rd – 5 th grade are proficient or advanced based on Lexile bands on Beacon Assessment.
		Implementation (include person responsible): Assistant Principals, Instructional Specialist, and Classroom Teachers will administer Beacon to all 3 rd – 5 th grade students.
		Artifacts: Beacon Assessment results three times a year.
		Progress Monitoring: Growth will be monitored throughout the school year once assessments are complete three times a year.

GOAL #3 Math (K-2)	By the end of the 24-25 school year, 80% of kindergarten students will demonstrate at or above the proficient range on GKIDS and 1 st -2 nd grade students will demonstrate proficient or above as measured by the quantile growth from Beacon 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?
<ul style="list-style-type: none"> Teachers will provide systematic and explicit whole group math instruction daily. Teachers will provide targeted small group instruction based on student performance and need 	August 2024	Performance Target: 80% of kindergarten students will be proficient or above on GKIDS and 1 st – 2 nd grade students will be proficient or above on Beacon Assessment.
		Implementation (include person responsible): Assistant Principals, Instructional Specialist, and Classroom Teachers will administer GKIDS (K) and Beacon to all 1 st – 2 nd grade students.
		Artifacts: Beacon Assessment results three times a year. GKIDS data throughout year.
		Progress Monitoring: Growth will be monitored throughout the school year once assessments are complete three times a year.

GOAL #4 Math (3-5)	By the end of the 24-25 school year, 85% of 3-5 students will demonstrate proficient or above as measured by the quantile growth from Beacon 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?
<ul style="list-style-type: none"> Teachers will provide systematic and explicit whole group math instruction daily. Teachers will provide targeted small group instruction based on student performance and need 	August 2024	Performance Target: 85% of 3-5 students will demonstrate proficient or above as measured by the quantile growth from Beacon Assessments.
		Implementation (include person responsible): Assistant Principals, Instructional Specialist, and Classroom Teachers will administer Beacon to all 1 st – 2 nd grade students.
		Artifacts: Beacon Assessment results three times a year.
		Progress Monitoring: Growth will be monitored throughout the school year once assessments are complete three times a year.

GOAL #5 School Selected	By the end of the 24-25 school year, we will decrease the percentage of 3rd – 5th grade students scoring levels 1-2 as measured by the ELA Georgia 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?
<ul style="list-style-type: none"> Teachers will use assessment results to inform and guide daily whole group and small group instruction. During CCC's teachers will discuss the 4 CCC questions to determine next steps in planning small group instruction. 	August 2024	Performance Target: Decrease the percentage of 3 rd – 5 th grade students scoring levels 1-2 on Milestones.
		Implementation (include person responsible): Assistant Principals and 3 rd – 5 th grade students.
		Artifacts: Progress monitoring throughout the school year through the administering of Acadience, i-Ready, EIP services, Beacon, and classroom performance as discussed in weekly CCC meetings.
		Progress Monitoring: Individual student results using assessments listed above, CCC meetings, classroom performance through explicit and intentional planning and instruction.

Final Notes

Principal Signature

Assistant Superintendent