

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: Baker Elementary

Monitoring Date: August 2024

GOAL #1
Literacy (K-2)

We will increase the average overall mastery score on the Amira Assessment for K-2 students from 69th percentile to 75th percentile by Spring 2025.

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?
<p>Administration will communicate with staff District and local expectations for completion of the Georgia Literacy Institute Modules.</p> <p>Administration will work with school's instructional support specialist to monitor completion of the 10 literacy modules.</p> <p>School's instructional support specialist will provide professional learning support aligned to the 10 literacy modules monthly.</p>	<p>July 2024</p>	<p>Performance Target: All homeroom, support staff, special education teachers, and specialist teachers will complete the 10 Georgia Literacy Institute modules focused on research-based Science of Reading methodologies monthly from August to March indicated by completion certificates.</p> <p>Implementation (include person responsible):</p> <p>Implementation of the literacy modules is a new initiative. The completion of this digital learning will be monitored by our instructional support specialist each month. Any concerns with implementation or fidelity will be addressed with administration to ensure proper supports are in place so that all staff members can successfully complete the required modules. We will follow the completion guidance for the Georgia Literacy Modules.</p> <p>Academy Teacher Timeline</p>

	<p>Artifacts: Completion certificates and schedules for monthly professional learning</p> <p>Progress Monitoring: Monthly check-ins and completion certificates</p>
	<p>Performance Target: K-2 teachers will utilize decodable readers weekly during teacher-led strategic small groups, as evidenced by daily small group lesson plans and classroom observations. They will also increase instructional learning time for phonics and phonemic awareness skills by attending the Literacy Lab once every seven school days, as evidenced by the master schedule.</p> <p>Implementation (include person responsible):</p> <p>The use of decodables is a new initiative at Baker Elementary. K-2 teachers have received REAP training on structured literacy and continue to receive support on research-based instruction from the county academic division. Additional decodable professional learning is provided by our instructional support specialist, which includes modeling with these resources. We will be using Just Right readers and local school decodables daily in our K-2 ELA literacy block. The administration will be monitoring the usage of decodables in our K-2 classrooms through informal and formal classroom walkthroughs, lesson plans, WIN block data, and weekly CCC notes.</p> <p>The literacy lab is a new initiative at Baker Elementary. The literacy lab teacher is a veteran teacher and has attended a 10-day intensive training through REAP on structured literacy and has experience teaching primary and intermediate grades. We have used local funds to purchase new engaging resources such as games, manipulatives, and various hands-on resources for use in the literacy lab. The administration will be monitoring the effectiveness of the literacy lab through informal and formal instructional classroom walkthroughs and lesson plans. The literacy lab is part of Baker’s specials rotation and students will attend the literacy lab once every seven school days.</p> <p>Artifacts: Baker’s master schedule, AMIRA school-wide results, Applicable teacher’s whole group and small group lesson plans, administrative walkthrough observations (TKES)</p>

Progress Monitoring: Baker's administrative team will monitor student progress through administrative walk-through observations and checking daily lesson plans during formal classroom observations. Baker's data team will analyze Amira test data quarterly for students in Kindergarten, first, and second grades

GOAL #2
Literacy (3-5)

The percent of students scoring level 4 will increase from 12.8% to 16% as measured by the 2024-2025 ELA Milestones.

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?
3rd – 5th-grade students will increase instructional learning time for reading, writing, and language standards (i.e. word study and writing connected to text) by attending the Literacy Lab once every seven school days, as evidenced by the master schedule.	August 2024	<p>Performance Target: Baker's administrative team will analyze ELA Milestones scores of students in third, fourth, and fifth grades after the spring 2025 administration.</p> <p>Implementation (include person responsible): The literacy lab is a new initiative at Baker Elementary. The literacy lab teacher is a veteran teacher and has attended a 10-day intensive training through REAP on structured literacy and has experience teaching primary and intermediate grades. We have used local funds to purchase new engaging resources such as games, manipulatives, and various hands-on resources for use in the literacy lab. The administration will be monitoring the effectiveness of the literacy lab through informal and formal instructional classroom walkthroughs and lesson plans. The literacy lab is part of Baker's specials rotation and students will attend the literacy lab once every seven school days.</p> <p>Baker Elementary is following the guidance of the 120-minute literacy block as outlined by the CCSD Academic Division. Professional learning has been provided over a series of days from the academic division for teachers and administration. Baker staff members are utilizing CTLS vetted resources and implementing Expeditionary Learning (EL) consistently K-5. Progress is monitored through informal and formal classroom walkthroughs, lesson plans, WIN block data, and weekly CCC notes.</p> <p>Artifacts: End of Grade ELA scores for students 3rd, 4th, and 5th grades and the school's master schedule</p>

		<p>Progress Monitoring: Progress will be monitored through frequent informal and formal classroom observations</p>
<p>3rd – 5th-grade teachers will utilize Expeditionary Learning for literacy instruction, as evidenced by daily lesson plans and classroom observations.</p>	<p>August 2024</p>	<p>Performance Target: 3rd, 4th, and 5th-grade teachers will utilize the Expeditionary Learning for literacy instruction in their daily instruction.</p>
		<p>Implementation (include person responsible):</p> <p>Expeditionary Learning is a new initiative and resource at Baker Elementary. Our staff has been provided professional learning from our instructional support specialist which includes an overview of the resource, modeling, collaborative grade level planning, and providing extensive resources. We will monitor the effectiveness of this resource and its implementation through informal and formal classroom walkthroughs, lesson plans, WIN block data, and weekly CCC minutes.</p>
		<p>Artifacts: Expeditionary Learning resources, lesson plans, professional learning agendas</p>
		<p>Progress Monitoring: Progress will be monitored through consistent and frequent classroom observations and administration attending monthly professional learning with teachers. Additionally, we will utilize other assessment results such as the BEACON assessment to monitor students’ progress and ensure appropriate interventions and supports are in place to best support all students.</p>

<p>GOAL #3 Math (K-2)</p>	<p>We will increase the percentage of 1st and 2nd graders scoring proficient or higher from 56 percent to 61 percent, as measured by the MI in 2023-2024 (proficient and advanced learners) and the Beacon 2024-2025 (prepared learners) by the end of the 2024-2025 school year.</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?
K-2 teachers will increase the usage of math manipulatives in their daily math instruction, as evidenced by daily lesson plans and classroom observations.	August 2024	<p>Performance Target: The Baker Data team will monitor and analyze school-wide Beacon data quarterly. The Baker Data team will monitor and analyze school-wide fact fluency data quarterly. Administrative walk-throughs and observations of math small group instruction.</p> <p>Implementation (include person responsible): The usage of math manipulatives is a continued expectation with a renewed focus. Our instructional support specialist has provided professional learning spring of 2024. Math manipulatives and the usage of these resources has been added to our list of instructional expectations for this school year. An assortment of math manipulatives acquired last spring due to our state grant and was distributed among all the classrooms. The usage of the math manipulatives in K-2 classrooms will be monitored by informal and formal classroom walkthroughs, lesson plans, and weekly CCC minutes.</p> <p>Artifacts: Lesson plans, classroom observations (TKES), agenda for data team monthly meetings</p> <p>Progress Monitoring: Progress will be monitored through lesson plan checks, fact fluency data, and Beacon quarterly data reviews.</p>
		<p>Performance Target:</p> <p>Implementation (include person responsible):</p>

	Artifacts: Progress Monitoring:
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GOAL #4 Math (3-5)	The percentage of students scoring level 4 will increase from 12.3% to 16% as measured by the 2024-2025 math 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?
3rd -5th-grade teachers will expose students to multi-step problems and real-world applications using various district-approved resources.	August 2024	<p>Performance Target: The Baker Data team will monitor and analyze school-wide Beacon data quarterly. The Baker Data team will monitor and analyze school-wide fact fluency data quarterly. Administrative walk-throughs and observations of math small and whole group instruction.</p> <p>Implementation (include person responsible): The usage of various district-approved math resources to expose students to multi-step and real-world applications is a continued instructional expectation with a renewed focus. Our instructional support specialist will provide professional learning through the usage of these resources at a minimum of once during the fall and again in the spring. Additionally, our instructional support specialist will provide opportunities to model these strategies with our 3rd, 4th, and 5th grade teachers throughout the school year. The usage of these higher-level thinking math resources in 3-5th grade classrooms will be monitored by informal and formal classroom walkthroughs, lesson plans, and weekly CCC minutes.</p> <p>Artifacts: Lesson plans, classroom observations (TKES), agenda for data team monthly meetings</p>

		Progress Monitoring: Progress will be monitored through lesson plan checks, fact fluency data, and Beacon quarterly data reviews.
		Performance Target:
		Implementation <i>(include person responsible):</i>
		Artifacts:
		Progress Monitoring:

GOAL #5 School Selected	We will reduce the overall number of out-of-school suspension days for students at Baker Elementary from 20 during the 2023-2024 school year to 17 during the 2024-2025 school 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?
Intentional training and guidance for classroom teachers on handling minor behaviors to de-escalate during preplanning.	August 2024	Performance Target: Baker's administration will use the school profile dashboard and the monthly discipline tracker report sent from the county to monitor and analyze disciplinary actions monthly.

<p>Daily morning meetings in all classrooms. Consistent communication with parents about student expectations and behavior. Restorative conferences are held after disciplinary actions. Positive recognition for students displaying desired behaviors. RTI interventions for students who continue to violate the CCSD code of conduct.</p>	<p>Implementation (include person responsible): This goal is a continuation of our previous year’s goal of reducing out-of-school suspensions. Professional learning on classroom management strategies was provided to all teachers during the pre-planning of 2024. Baker’s administrative team monitors student behaviors daily and works with our school’s SSA and classroom teachers to ensure effective strategies are in place so that students, staff, and the community feel supported and safe. The administration is regularly checking in with teachers who have students with chronic behaviors to ensure appropriate strategies are in place and data is being collected with fidelity.</p> <p>Artifacts: Lesson plans (morning meeting), RTI data, monthly student positive recognition bulletin boards, principal profile dashboard, and monthly discipline tracker provided by the county.</p> <p>Progress Monitoring: We will continue to monitor the progress of seeing a reduction of out-of-school suspensions by including these conversations in monthly administrative meetings.</p>
	<p>Performance Target:</p> <p>Implementation (include person responsible):</p> <p>Artifacts:</p> <p>Progress Monitoring:</p>

Final Notes

Principal Signature

Assistant Superintendent