

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: Shallowford Falls Elementary

Monitoring Date:

GOAL #1
Literacy (K-2)

During the 2024-25 school year, we will increase the percentage of students in grades K-2 scoring at or above the 75th percentile from 80% to 82% as measured by the Amira ARM score.

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 in grades K-2 will analyze Amira and Acadience scores for all students in the grade level using a data wall at least once per quarter as indicated by quarterly data meetings with the Reading Instructional Support Person and administration. 	July 26, 2024	<p>Performance Target: 100% of K-2 classroom teachers will meet quarterly with the Instructional Support Specialist (ISS) and Administration to identify student strengths and needs based on current Acadience and/or Amira data by May 2025.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> <u>July 2024</u>: Admin will meet with all classroom teachers to share SSP goals, action steps, and expectations for data meetings. <u>August 2024 (Q1)</u>: ISS meets with K-2 teachers to review Acadience/Amira data and determine specific student needs/effective instructional strategies. <u>October 2024 (Q2)</u>: ISS meets with K-2 teachers to review Acadience progress monitoring data and determine specific student needs/effective instructional strategies. <u>January 2025 (Q3)</u>: ISS meets with K-2 teachers to review Acadience/Amira data and determine specific student needs/effective instructional strategies. <u>March/April 2025 (Q4)</u>: ISS meets with K-2 teachers to review Acadience progress monitoring data and determine specific student needs/effective instructional strategies.

	<p>Artifacts:</p> <ul style="list-style-type: none"> Completed data summaries from quarterly data meetings <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Acadience Benchmarks (3x per year) and Progress Monitoring (weekly for students receiving intervention) Weekly phonics dictations Beacon ELA
<ul style="list-style-type: none"> Teachers in grades K-5 will use higher-level questioning strategies daily to increase the level of rigor across subject areas as indicated by quarterly classroom walkthroughs conducted by admin and the Instructional Support Specialist. 	<p>July 26, 2024</p> <p>Performance Target: 100% of K-5 classroom teachers will attend quarterly professional learning sessions with the Instructional Support Specialist related to the use of higher-level questioning by May 2025.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> <u>July 2024</u>: Admin and Instructional Support Specialist will introduce expectations for use of higher-level questioning to increase rigor across subject areas. <u>August 2024</u> (Q1): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. Admin will provide question prompt posters for each classroom. <u>November 2024</u> (Q2): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <u>January 2025</u> (Q3): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <u>March 2025</u> (Q4): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <p>Artifacts:</p> <ul style="list-style-type: none"> Slides/handouts from professional learning sessions Sign-in sheets from each professional learning session TKES walkthrough data from Standard 8 <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Admin formative and walkthrough data-TKES Standard 8 Instructional Support Specialist classroom observation data

<p>GOAL #2 Literacy (3-5)</p>	<p>During the 2024-25 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from <u>76%</u> to <u>78%</u> as measured by the End of Grade ELA assessment.</p>
---	---

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 in grades K-5 will use higher-level questioning strategies daily to increase the level of rigor across subject areas as indicated by quarterly classroom walkthroughs conducted by admin and the Instructional Support Specialist. 	July 26, 2024	<p>Performance Target: 100% of K-5 classroom teachers will attend quarterly professional learning sessions with the Instructional Support Specialist related to the use of higher-level questioning by May 2025.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> <u>July 2024</u>: Admin and Instructional Support Specialist will introduce expectations for use of higher-level questioning to increase rigor across subject areas. <u>August 2024 (Q1)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. Admin will provide question prompt posters for each classroom. <u>November 2024 (Q2)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <u>January 2025 (Q3)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <u>March 2025 (Q4)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <p>Artifacts:</p> <ul style="list-style-type: none"> Slides/handouts from professional learning sessions Sign-in sheets from each professional learning session TKES walkthrough data from Standard 8 <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Admin formative and walkthrough data-TKES Standard 8 Instructional Support Specialist classroom observation data
<ul style="list-style-type: none"> Teachers in grades 3-5 will utilize vocabulary and word-building strategies in daily literacy blocks as indicated by quarterly walkthroughs conducted by Administration. 	July 26, 2024	<p>Performance Target: 100% of teachers in grades 3-5 will attend four professional learning sessions related to evidence-based vocabulary and word-building strategies.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> <u>REAP Structured Literacy Training</u>: 3rd grade teachers who have not previously attended REAP Structured Literacy training will attend 10 full-day sessions and two modeled lessons from August 2024-April 2025. <u>REAP Word Analysis Training</u>: All teachers in grades 4 and 5 will attend a 3-day training related to vocabulary and word analysis in Spring 2025. <u>Modeled Strategies</u>: Kresta Kaplowitz (EIP Teacher/Reading Instructional Support) will model evidence-based vocabulary and word-building strategies for teachers in grades 3-5 on Monday, August 19 and Monday, October 14.

	<p>Artifacts:</p> <ul style="list-style-type: none"> • Sign-in Sheets from August 19 and October 14 PL sessions with K. Kaplowitz • Completion certificates from REAP trainings • TKES Walkthrough data from Standard 3 <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Admin formative and walkthrough data-TKES Standard 3 • Instructional Support Specialist classroom observation data
--	--

GOAL #3 Math (K-2)	During the 2024-25 school year, we will increase the percentage of students in grades 1-2 grade scoring on or above grade level from <u>88%</u> to <u>90%</u> as measured by the Beacon assessment quantile scores.
-------------------------------------	---

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 in grades K-5 will use higher-level questioning strategies daily to increase the level of rigor across subject areas as indicated by quarterly classroom walkthroughs conducted by admin and the Instructional Support Specialist. 	July 26, 2024	<p>Performance Target: 100% of K-5 classroom teachers will attend quarterly professional learning sessions with the Instructional Support Specialist related to the use of higher-level questioning by May 2025.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • <u>July 2024</u>: Admin and Instructional Support Specialist will introduce expectations for use of higher-level questioning to increase rigor across subject areas. • <u>August 2024 (Q1)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. Admin will provide question prompt posters for each classroom. • <u>November 2024 (Q2)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. • <u>January 2025 (Q3)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. • <u>March 2025 (Q4)</u>: ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <p>Artifacts:</p> <ul style="list-style-type: none"> • Slides/handouts from professional learning sessions • Sign-in sheets from each professional learning session

	<ul style="list-style-type: none"> TKES walkthrough data from Standard 8
	Progress Monitoring: <ul style="list-style-type: none"> Admin formative and walkthrough data-TKES Standard 8 Instructional Support Specialist classroom observation data

GOAL #4 Math (3-5)	During the 2024-25 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from <u>77% (estimate baseline)</u> to <u>79%</u> as measured by the End of Grade Math assessment.
-------------------------------------	---

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 in grades K-5 will use higher-level questioning strategies daily to increase the level of rigor across subject areas as indicated by quarterly classroom walkthroughs conducted by admin and the Instructional Support Specialist. 	July 26, 2024	Performance Target: 100% of K-5 classroom teachers will attend quarterly professional learning sessions with the Instructional Support Specialist related to the use of higher-level questioning by May 2025.
		Implementation (include person responsible): <ul style="list-style-type: none"> <u>July 2024</u>: Admin and Instructional Support Specialist will introduce expectations for use of higher-level questioning to increase rigor across subject areas. <u>August 2024</u> (Q1): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. Admin will provide question prompt posters for each classroom. <u>November 2024</u> (Q2): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <u>January 2025</u> (Q3): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies. <u>March 2025</u> (Q4): ISS will meet with K-5 teachers to share evidence-based higher-level questioning strategies.
		Artifacts: <ul style="list-style-type: none"> Slides/handouts from professional learning sessions Sign-in sheets from each professional learning session TKES walkthrough data from Standard 8

Progress Monitoring:

- Admin formative and walkthrough data-TKES Standard 8
- Instructional Support Specialist classroom observation data

GOAL #5
School Selected

By the end of the 2024-2025 school year, 72% of students in grades K-5 will operate at a level 3 or 4 in the areas of collaboration, communication, creativity, and critical thinking as measured by the Shallowford Falls Four C's Rubrics.

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?

- Teachers in grades K-5 and Specialist area teachers will plan quarterly for specific implementation of opportunities to utilize the 4 C's as measured by quarterly Administration reviews of the SFE Big Picture STEM Planning forms.

August 1,
2024

Performance Target:

100% of K-5 and Specialist teachers will complete the Quarterly STEM Big Picture Planning form, including specific opportunities for modeling and practicing 4 C's skills, by May 2025.

Implementation (include person responsible):

- K-5 teams will be provided with quarterly planning time to complete the SFE Big Picture STEM Planning form (July 31, October 14, January 3, March 3).

Artifacts:

- Completed Big Picture STEM Planning forms
- CCC Meeting Minutes from Collaborative Planning Days

Progress Monitoring:

- Administration reviews of the Quarterly SFE Big Picture STEM Planning forms

Final Notes

Principal Signature

Lindsey McGovern

Assistant Superintendent