

School Name:
Hayes Elementary
Date:
5/28/25

GOAL #1 Literacy (K-2)	By the end of the 2025–2026 school year, the percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment will increase from 53.4% to 58%. By May of the 2025-2026 school year, 80% of kindergarten students will demonstrate foundational literacy skills by correctly identifying all uppercase and lowercase letters, producing the corresponding letter sounds, and blending simple CVC (consonant-vowel-consonant) words as measured by the GKIDS assessment.
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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?
Teachers will implement the new Tier I ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	9/8/25	Performance Target: A 5-percentage point increase in "Prepared" performance on the ELA Beacon Assessment (1–2). Implementation (include person responsible): Quarterly professional learning opportunities for Wonders-planning, leading/facilitating, and documenting PL (Implementation responsibility: Admin and Grade Level Team Leads) Conduct monthly CCC meetings to analyze student progress data, plan instruction, and adjust strategies based on Beacon data (1st & 2nd), classroom observations, and Wonders progress monitoring data (Implementation responsibility: Admin) Conducting, scheduling, and documenting district literacy walkthroughs (quarterly) (Implementation responsibility: Admin) 120-minute literacy block using the Wonders curriculum and UFLI (Implementation responsibility: all K-2 teachers)

		Artifacts: • PL sessions with agendas and sign in sheets • Minutes/Data Forms from CCC meetings • Data from District Literacy Walks • Administering and analyzing unit and progress monitoring assessments in Wonders
		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block and usage of Wonders and UFLI curriculum.
Early Intervention Program (EIP) teachers implement intensive structured literacy intervention sessions (daily) to provide targeted support in word recognition and language comprehension, utilizing data from common progress monitoring assessments.	8/4/25	Performance Target: 100% of 1 st and 2 nd grade teachers will implement i-Ready as an intervention tool for identified students.
		Implementation (include person responsible): 1 st and 2 nd grade teachers will implement i-Ready as an intervention tool for identified students (ELL students will receive intervention through Imagine Learning and SPED students receive specialized instruction as indicated with ELA goals within their IEP). Teachers implement interventions and progress monitor; RTI facilitator ensures documentation and fidelity. RTI facilitator will provide professional learning on i-Ready intervention for 1 st and 2 nd grade students.
		Artifacts: • Intervention tracking through RTI/MTSS • CCC meeting minutes/agendas • Grade Level Data Sheets
		Progress Monitoring: The school administrative and instructional support teams will monitor the implementation of intensive structured literacy interventions using district walkthrough data and progress monitoring data through i-Ready. The i-Ready dashboard will be reviewed at the end of the first and second grading periods to evaluate student growth and intervention effectiveness.

GOAL #2 Literacy (3-5)	By the end of the 2025–2026 school year, the percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 37% to 42% as measured by the Milestone Assessment.
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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?
Teachers will implement the new Tier I ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	8/4/25	Performance Target: 100% of 3rd, 4th, and 5th grade teachers will implement the new Tier I ELA resources daily in the 120-minute literacy block. Implementation (include person responsible): Master schedules to follow a dedicated 120-minute literacy block using the Wonders curriculum and UFLI (Implementation responsibility: all 3-5 teachers) Professional learning opportunities for Wonders-planning, leading/facilitating, and documenting PL (Implementation responsibility: Admin and Grade Level Team Leads) Conduct monthly CCC meetings to analyze student progress data, plan instruction, and adjust strategies based on Beacon data, classroom observations, and Wonders progress monitoring data (Implementation responsibility: Admin) Conducting, scheduling, and documenting district literacy walkthroughs (Implementation responsibility: Admin) Artifacts: • PL sessions with agendas and sign in sheets • Minutes/Data Forms from CCC meetings • Data from District Literacy Walks • Administering and analyzing unit and progress monitoring assessments in Wonders

		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block and usage of Wonders and UFLI curriculum.
CCCs will examine data from common formative assessments and Beacon to develop a comprehensive plan for intervention that incorporate both remedial and enrichment activities, ensuring that instruction meets the individual literacy needs of all students.	9/8/25	Performance Target: 100% of the 3 rd -5 th grade teachers will implement targeted interventions for ELA by analyzing Beacon scores from the fall and winter assessment windows.
		Implementation (include person responsible): Teachers will meet in CCCs to analyze data (from the Beacon Assessment) and form a collaborative plan for intervention support. 3 rd -5 th grade teachers will implement i-Ready to use as an intervention tool (print and online) for students who have qualified for the Early Intervention Program (EIP), as indicated by i-Ready assessment and data. Teachers implement interventions and progress monitor; RTI facilitator ensures documentation and fidelity. RTI facilitator will provide professional learning on i-Ready intervention for 3 rd -5 th grade students.
		Artifacts: • Intervention tracking through RTI/MTSS • CCC meeting minutes/agendas • Grade Level Data Sheets • Beacon Data • School-wide Intervention Block Schedule
		Progress Monitoring: The school administrative and instructional support teams will monitor the implementation of intervention blocks using district walkthrough data. In addition, teachers will progress monitoring data through Beacon and i-Ready. The data will be reviewed at the end of the first and second grading periods to evaluate student achievement growth and intervention effectiveness.

GOAL #3 Math (K-2)	By the end of the 2025–2026 school year, the percentage of K-2nd grade students scoring in the “prepared” or “near target” domains will increase from 59.8% to 65% as measured by the Math Beacon Assessment. Kindergarten will use GKIDS as a measurement until spring.
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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?
Teachers will collaboratively develop and implement common math assessment plans, 1 per unit, following the county expectations and guidelines, as measured by the assessment plans submitted.	8/4/25	Performance Target: 100% of the K, 1st, and 2nd grade CCC teams will implement common math unit and assessment plans daily in their classrooms and plan for effective intervention blocks. Implementation (include person responsible): K-2 teachers will meet in CCCs to collaboratively plan and implement common math unit and assessment plans with support of instructional support teachers. Administration will conduct math walks. Common instructional plans for each math unit will be shared with support staff and administration to plan and implement effective supports and interventions. Artifacts: - CCC meeting minutes - Common math unit plans and assessments - Classroom walkthrough and observation data - School wide schedule to include a minimum of 80 minutes for daily math instruction

		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the math unit plans and common assessments.
Members of the curriculum committee and district math CCC leads will organize resources and workshop sessions each semester for families to support math learning at home to reinforce skills and build students' mathematical understanding.	9/12/25	Performance Target: The curriculum committee will have 100% representation from each grade level to meet monthly throughout the 2025-2026 school year to plan and implement resources and workshop sessions.
		Implementation (include person responsible): The curriculum committee will meet monthly. Administration and the curriculum committee facilitator will create a focus and action steps for each meeting, including agendas. Grade level math CCC leads will collaborate with curriculum committee and redeliver information to their grade level to ensure consistency. Curriculum committee will plan a math workshop session for each semester and share with the community through CTLS Parent newsletters.
		Artifacts: • Curriculum committee meeting minutes and agendas • Scheduled parent workshops • CTLS Parent Newsletters • Survey Feedback from Stakeholders
		Progress Monitoring: Progress will be monitored by tracking attendance and participation in family workshops, as well as collecting feedback through post-session surveys. The curriculum committee and district math CCC leads will review survey results and participation data at the end of each semester to evaluate the effectiveness of resources and sessions. Adjustments will be made based on data to better support families and reinforce students' mathematical understanding at home.

GOAL #4 Math (3-5)	By the end of the 2025–2026 school year, the percentage of 3 rd -5 th grade students scoring level 3 or 4 will increase from 45% to 50% as measured by the Milestone Assessment.
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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?
Teachers will collaboratively develop and implement common math assessment plans, 1 per unit, following the county expectations and guidelines, as measured by the assessment plans submitted.	8/4/25	Performance Target: 100% of the 3rd, 4th, and 5th grade CCC teams will implement common math unit and assessment plans daily in their classrooms and plan for effective intervention blocks. Implementation (include person responsible): 3-5 teachers will meet in CCCs to collaboratively plan and implement common math unit and assessment plans with support of instructional support teachers. Administration will conduct math walks. Common instructional plans for each math unit will be shared with support staff and administration to plan and implement effective supports and interventions. Artifacts: • CCC meeting minutes • Common math unit plans and assessments • Classroom walkthrough and observation data • School wide schedule to include a minimum of 80 minutes for daily math instruction Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the math unit plans and common assessments.
Members of the curriculum committee will organize resources and quarterly	9/12/25	Performance Target: The curriculum committee will have 100% representation from each grade level to meet monthly throughout the 2025-2026 school year to plan and implement resources and workshop sessions.

workshop sessions for families to support math learning at home to reinforce skills and build students' mathematical understanding.	Implementation <i>(include person responsible):</i> The curriculum committee will meet monthly. Administration and the curriculum committee facilitator will create a focus and action steps for each meeting, including agendas. Grade level math CCC leads will collaborate with curriculum committee and redeliver information to their grade level to ensure consistency. Curriculum committee will plan a math workshop session for each semester and share with the community through CTLS Parent newsletters. Artifacts: • Curriculum committee meeting minutes and agendas • Scheduled parent workshops • CTLS Parent Newsletters • Survey Feedback from Stakeholders Progress Monitoring: Progress will be monitored by tracking attendance and participation in family workshops, as well as collecting feedback through post-session surveys. The curriculum committee and district math CCC leads will review survey results and participation data at the end of each semester to evaluate the effectiveness of resources and sessions. Adjustments will be made based on data to better support families and reinforce students' mathematical understanding at home.
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GOAL #5 School Selected	By the end of the 2025-2026 school year, improve academic outcomes for students with disabilities by scoring level 2-4 in ELA from 43% to 48% as measured by the ELA Milestone Assessment.
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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?
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Administration team establishes a school committee with a specific focus on special education that meets monthly to analyze student data and collaboratively plan targeted interventions and specialized instruction aimed at improving literacy outcomes for students with disabilities.	8/4/25	Performance Target: 100% of special education teachers will attend monthly SPED committee meetings. Implementation (include person responsible): SSA will lead and facilitate professional learning focused on best practices for students with disabilities (monthly). Committee members will participate in monthly meetings. SSA and program support specialists will complete walkthroughs and redeliver feedback from the observations at monthly committee meetings and individually as applicable. Use of DRC Beacon assessment data to evaluate and analyze the specific academic needs of students with disabilities. Artifacts: • SPED committee meeting minutes and agendas • Walkthrough observation data Progress Monitoring: Progress will be monitored by analyzing data from walkthrough observations and Beacon assessments throughout the school year. SSA will work in clusters and individually to support next steps for literacy support.
Student Support Administrator (SSA) provides ongoing professional development for teachers and staff through weekly cluster collaboration time, focusing on research-based strategies and instructional practices to support specialized instruction.	8/4/25	Performance Target: 100% of special education teachers will participate in monthly cluster collaboration. Implementation (include person responsible): Special education teachers will participate in monthly cluster collaboration. SSA and program specialist will complete walkthroughs and observations of special education classroom environments looking for best practices for shared teaching models. Special education teachers will be given an opportunity quarterly to observe peers and complete walkthroughs using the special education walkthrough form.

Artifacts:

- SSA walkthrough and observation feedback
- Cluster collaboration agenda and minutes from meetings

Progress Monitoring:

Progress will be monitored by analyzing data from walkthrough observations and Beacon assessments throughout the school year. SSA will work in clusters and individually to support next steps for literacy support.

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

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