

School Name:
Hayes Elementary
Date:
5/28/26

GOAL #1 Literacy (K-2)	By the end of the 2026–2027 school year, the percentage of 1st–2nd students scoring in the "Prepared" or "Near Target" domains on the ELA Beacon Assessment will increase from 56% to 90%. By May of the 2026-2027 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 Tier I ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	8/4/26	Performance Target: 100% of K-2nd grade teachers will implement the Tier I ELA resources daily in the 120-minute literacy block. Implementation (include person responsible): (include person responsible): Conduct weekly 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 and Guiding Coalition Team) 120-minute literacy block using the Wonders curriculum and UFLI (Implementation responsibility: all K-2 teachers) Meet with small groups 3 days minimum

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EIP teachers will provide daily structured literacy intervention with fidelity daily, targeting identified needs in word recognition and language comprehension. Implementation will be monitored through intervention plans and literacy coach or admin walks and observations conducted a minimum of twice monthly with feedback. EIP students will be progress monitored every 2–3 weeks, with data used to adjust intervention and instructional support.	9/8/26	- Utilize leveled readers for intervention and enrichment - Implement writing instruction using Wonders resource Quarterly Peer observations: Teachers will observe a colleague (in their grade or a grade above or below) implementing the wonders curriculum and collaborate to provide feedback and reflect.
		Artifacts: - Minutes/Data Forms from CCC meetings - Data from District Literacy Walks - Administering and analyzing unit and progress monitoring assessments in Wonders - Peer observation forms and reflection sheets
		Progress Monitoring: The administrative and guiding coalition team will review walkthrough data at the end of the first and second grading periods to monitor implementation of the 120-minute Literacy Block and the use of Wonders and UFLI. Student growth will be monitored through the Winter Beacon Assessment in ELA, and Kindergarten students will complete the mid-year GKIDS assessment to identify students needing additional support. Results will be used to guide interventions.
		Performance Target: 100% of K-2 teachers will implement i-Ready as an intervention tool for identified students. Implementation <i>(include person responsible):</i> K-2nd 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. EIP teachers will provide intensive and intentional phonics and phonemic awareness instruction for 1 st and 2 nd grade students who are in the early intervention program (EIP) Artifacts: - Intervention tracking through RTI/MTSS - I-ready data reports - Common grade level-Intervention Block Schedule

Progress Monitoring: EIP teachers will monitor student usage of i-Ready and support classroom teachers as needed to ensure students complete at least 40 minutes of i-Ready intervention each week and complete all required diagnostic assessments. 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 2026–2027 school year, the percentage of 3rd-5th grade students scoring near target or prepared will increase from <u>87%</u> in Spring of 2026 to <u>90%</u> in Spring of 2027 as measured by the Beacon 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?
Grades 3–5 teachers will use Beacon and common formative assessment data during CCCs to identify student needs and implement explicit daily morphology instruction with fidelity. Instruction will strengthen word analysis and vocabulary by teaching students to identify and apply prefixes, suffixes, roots, and base words to decode and determine the meaning of unfamiliar words. Implementation will be monitored through common CCC plans and literacy walkthroughs conducted a minimum of twice monthly. Impact will be measured through common formative assessments and Beacon data.	8/4/26	Performance Target: 100% of 3rd, 4th, and 5th grade teachers will implement the 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 intervention (Implementation responsibility: all 3-5 teachers) • Meet with small groups 3 days minimum • Utilize leveled readers for intervention and enrichment • Implement writing instruction using Wonders resource Conduct weekly 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 and Guiding Coalition Team) Quarterly Peer observations: Teachers who teach ELA will observe a colleague (in their grade or a grade above or below) implementing the wonders curriculum and collaborate to provide feedback and reflect.

CCCs will examine data from common formative assessments and Beacon to develop a comprehensive plan for intervention that incorporates both remedial and enrichment activities, ensuring that instruction meets the individual literacy needs of all students.	9/8/26	Artifacts: • Minutes/Data Forms from CCC meetings • Data from District Literacy Walks • Administering and analyzing common ELA assessments. • Peer observation forms and reflection sheets Progress Monitoring: The administrative and guiding coalition team will review walkthrough data at the end of the first and second grading periods to monitor implementation of the 120-minute Literacy Block and the use of Wonders and UFLI. Student growth will be monitored through the Winter Beacon Assessment in ELA, and results will be used to guide interventions.
		Performance Target: 100% of the 3rd-5th 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 including grade level compacting. 3rd-5th 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. Students must meet a minimum of 40 minutes per week. Teachers implement interventions and progress monitor; RTI facilitator ensures documentation and fidelity.
		Artifacts: • Intervention tracking through RTI/MTSS • CCC meeting minutes/agendas • Beacon Data • Common grade level-Intervention Block Schedule • I-ready data reports Progress Monitoring: The EIP teachers will monitor implementation of the intervention block and student usage of i-Ready throughout the school year. EIP teachers will support classroom teachers in ensuring students complete at least 40 minutes of i-Ready intervention each week and all required diagnostic assessments. The i-Ready dashboard will be reviewed at the end of the first and second grading periods to monitor student growth and evaluate intervention effectiveness.

GOAL #3 Math (K-2)	By the end of the 2026–2027 school year, the percentage of K-2nd grade students scoring in the “prepared” or “near target” domains will increase from 83% to 86% as measured by the Spring 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?
K-2 teachers will implement one common assessment plan per unit and use the resulting data during CCCs to identify student misconceptions. Teachers will provide targeted reteaching and enrichment using explicit instruction of number relationships and representations to build number sense and fluency daily. Implementation will be monitored through assessment plans, CCC artifacts, and math walkthroughs conducted a minimum of twice monthly. Impact will be measured through common assessment and Beacon data.	8/4/26	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 weekly CCCs to collaboratively plan and implement common math unit and assessment plans with support of instructional support teachers. Number Sense and fluency through explicit instruction of number relationships and representations: - Kindergarten: Counting and representing and comparing quantities; composing and decomposing numbers; subitizing; developing addition and subtraction concepts; building relationships to 5 and 10. 1st Grade: Composing and decomposing numbers; part-part-whole relationships; making 10; doubles and near doubles; addition and subtraction relationships; developing efficient strategies and fluency. 2nd Grade: Place-value relationships; composing and decomposing numbers; using multiple representations; flexible addition and subtraction strategies; using known facts and number relationships to develop fluency. Administration and the guiding coalition team will conduct math walks. Common instructional plans for each math unit will be shared with support staff to plan and implement effective supports and interventions.

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.

9/12/26

Artifacts:

- Common math unit plans and assessments
- Beacon Data
- Math walkthrough and observation data
- School wide schedule to include a minimum of 75 minutes for daily math instruction

Progress Monitoring: The school administrative and guiding coalition 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.

Performance Target: The curriculum committee will meet monthly throughout the 2026-2027 school year to plan and implement resources and workshop sessions.

Implementation (include person responsible):

The curriculum committee will meet monthly.

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.

The Curriculum committee will plan a math workshop session at the beginning of each semester and share with the community through CTLS Parent newsletters. Virtual opportunities will be available to families.

Artifacts:

- Curriculum Committee Meeting minutes and agendas
- Scheduled Parent Workshops (1 per semester)
- Virtual Recordings of Parent Workshops
- 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 2026–2027 school year, the percentage of 3rd-5th grade students scoring level 2, 3, or 4 will increase from 81% to 85% 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?
Grades 3–5 teachers will implement one common assessment plan per unit and use the resulting data during CCCs to identify student misconceptions. Teachers will provide targeted reteaching and enrichment using explicit instruction in number relationships, multiple representations, and flexible problem-solving strategies. Students will apply these strategies through a daily Problem of the Day that requires them to represent, solve, and explain their mathematical thinking. Implementation will be monitored through assessment plans, CCC artifacts, and math walkthroughs conducted a minimum of twice monthly. Impact will be measured through common assessment and Beacon data.	8/4/26	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 weekly CCCs to collaboratively plan and implement common math unit and assessment plans with support of instructional support teachers. Daily Problem of the Day to focus on number relationships, representations, and problem solving: • 3rd Grade: Place-value relationships, composing and decomposing numbers, multiplication and division relationships and fluency, arrays and equal groups, models and number lines, and fraction concepts. • 4th Grade: Place-value reasoning, multiplication and division strategies, computational fluency, fraction equivalence and comparison, and using models to solve problems. • 5th Grade: Place-value relationships with whole numbers and decimals, multi-digit computation, fraction and decimal operations, visual models and number lines, and assessing reasonableness. Administration and Guiding Coalition Team will conduct math walks. Common instructional plans for each math unit will be shared with support staff to plan and implement effective supports and interventions.

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		All math teachers will utilize the Milestone Minute within CTLS to practice 1-2 questions daily in preparation of the Milestone Assessment. Artifacts: • Common math unit plans and assessments • Math walkthrough and observation data • Unit pre/post data • Beacon Data • School wide schedule to include a minimum of 75 minutes Progress Monitoring: The school administrative and guiding coalition 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 plan semester workshop sessions for families each semester to support math learning at home to reinforce skills and build students' mathematical understanding.	9/12/26	Performance Target: The curriculum committee will meet monthly throughout the 2026-2027 school year to plan and implement resources and workshop sessions. Implementation (include person responsible): The curriculum committee will meet monthly. 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. The Curriculum Committee will plan a math workshop session for fall semester focused on year-long math standards and strategies. During spring semester, there will be a Mustang Math Night focused on Milestone prep for 3rd through 5th grades. Information will be shared with the community through CTLS Parent newsletters. Artifacts: • Curriculum committee meeting minutes and agendas • Scheduled Parent Workshops (1 per semester) • Virtual Recordings of Parent Workshops • 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 #5 School Selected	By the end of the 2026-2027 school year, the percentage of 5th grade students scoring at the Approaching Target, Meets Target, or Exceeds Target level in the Physical Science domain on the Milestone Assessment will increase from 68% to 73% through targeted standards-based instruction and consistent progress monitoring.
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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?
During physical science units, 5th grade teachers will provide weekly hands-on investigations, explicit vocabulary support, and targeted intervention with fidelity aligned to identify physical science standards and student needs. Implementation will be monitored through CCC plans, walkthroughs a minimum of twice monthly, and student work. Impact will be measured after each physical science unit using district interims and common summative assessment data to adjust instruction.	8/4/26	Performance Target: The 5th grade teachers, AC and gifted teachers, and STEM teacher will meet monthly throughout the 2026-2027 school year to plan using resources and implement physical science lessons. Implementation (include person responsible): Science Priority Standards- During pre-planning of each unit, 5th grade teachers will collaboratively identify and unpack priority Physical Science standards, learning targets, and success criteria. Collaborate and share resources. Administer and analyze common formative and summative assessment for physical science. Implement hands-on Physical Science investigations through STEM lab and explicit vocabulary review weekly. Artifacts: • Common physical science lesson plans • Minutes from collaborative meetings with 5th grade, AC/gifted, and STEM teachers • Data from common formative and summative assessment pertaining to physical science standards

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Progress Monitoring: Progress will be monitored during CCC meetings through the analysis of common Physical Science formative assessment data. Teachers will review student performance on priority standards, identify areas of strength and need, adjust intervention groups, and modify instructional strategies to ensure students demonstrate growth toward Physical Science proficiency throughout the school year.

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