

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: Still Elementary

Monitoring Date: January, 2025

**GOAL #1**  
**Literacy (K-2)**

Student ELA scores will increase by 10% from August 2024 to May 2025 as measured by the Beacon 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?
K-2 teachers will participate in the GA Literacy Academy Courses to increase their knowledge of the science of reading and will demonstrate understanding through their instructional practices which will be assessed through classroom observations.		<p><b>Performance Target:</b>            100 % of our K-2 teachers will participate in the GA Literacy Academy Courses from August 2024 through March 2025.</p> <p><b>Implementation (include person responsible):</b></p> <p><b>Pre-planning:</b> Review PL agenda for completion on modules and dates for Literacy Academy Course Connects</p> <p><b>August:</b></p> <ul style="list-style-type: none"> <li>• K-2 teachers begin GA Literacy Academy courses.</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>• CCCs: Literacy Academy Course Connects begin. (Reading Instructional Support Specialist)</li> <li>• One on One training for teachers needing support (Instructional Specialist)</li> </ul>

	<p><b>October - March:</b></p> <ul style="list-style-type: none"> <li>• Monthly Walk throughs focused on specific content (Instructional Specialist and administrators)</li> <li>• Five Literacy Academy Course Connects (Reading Support Specialist)</li> <li>• Continuous support for teachers needing additional training or support.</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Sign In sheet from training.</li> <li>• Walkthrough Forms</li> <li>• Analysis of Walk-Through Data</li> <li>• Agenda items for CCCs</li> </ul> <p><b>Progress Monitoring:</b> 10/11/24; 12/19/24; 3/14/25; 5/15/25</p>
<p>K-2 teachers will implement Expeditionary Learning (EL) curriculum to improve language comprehension and word recognition through daily explicit and systematic instruction as measured by quarterly EL performance tasks.</p>	<p><b>Performance Target:</b> K-2 teachers will implement Expeditionary Learning (EL) curriculum to improve language comprehension and word recognition through daily explicit and systematic instruction through May.</p> <p><b>Implementation (include person responsible):</b></p> <p><b>August:</b></p> <ul style="list-style-type: none"> <li>• Begin training on Expeditionary Learning (EL) - (Instructional Specialist)</li> <li>• CCCs weekly for continued support and implementation of EL (Instructional Specialist)</li> </ul> <p><b>September - May:</b></p> <ul style="list-style-type: none"> <li>• CCCs weekly for continued support and implementation of EL (Instructional Specialist)</li> <li>• One on One training for teachers needing support (Instructional Specialist)</li> <li>• Monthly Walk throughs (Instructional Specialist and administrators)</li> </ul>

	<div style="border: 1px solid black; height: 100px; margin-bottom: 5px;"></div> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Continuous professional learning</li> <li>• Sign In sheet from CCCs.</li> <li>• Walkthrough Forms</li> <li>• Analysis of Walk-Through Data</li> <li>• Instructional Specialist Support Schedule</li> <li>• EL Task data</li> </ul> <p><b>Progress Monitoring:</b> 10/11/24; 12/19/24; 3/14/25; 5/15/25</p>
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<b>GOAL #2</b> <b>Literacy (3-5)</b>	The percent of students scoring 3 or 4 will increase from 57.78% to 60.67% as measured by the ELA 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?
3-5 teachers will participate in the GA Literacy Academy Courses to increase their knowledge of the science of reading and will demonstrate understanding through their instructional practices which will be assessed through classroom observations.		<p><b>Performance Target:</b> 100 % of our 3-5 certified teachers will implement GA Literacy Academy Courses from August 2024 through March 2025.</p> <p><b>Implementation (include person responsible):</b></p> <p><b>Pre-planning:</b> Review PL agenda for completion on modules and dates for Literacy Academy Course Connects</p>

	<p><b>August:</b></p> <ul style="list-style-type: none"> <li>• 3-5 teachers begin GA Literacy Academy courses.</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>• CCCs: Literacy Academy Course Connects begin. (Reading Instructional Support Specialist)</li> <li>• One on One training for teachers needing support (Instructional Specialist)</li> </ul> <p><b>October - March:</b></p> <ul style="list-style-type: none"> <li>• Monthly Walk throughs focused on specific content (Instructional Specialist and administrators)</li> <li>• Five Literacy Academy Course Connects (Reading Support Specialist)</li> <li>• Continuous support for teachers needing additional training or support.</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Continuous professional learning</li> <li>• Sign In sheet from CCCs.</li> <li>• Walkthrough Forms</li> <li>• Analysis of Walk-Through Data</li> </ul> <p><b>Progress Monitoring:</b> 10/11/24; 12/19/24; 3/14/25; 5/15/25</p>
<p>3-5 teachers will implement Expeditionary Learning (EL) curriculum and Morphology to improve language comprehension, word recognition, and vocabulary through daily explicit and systematic instruction as measured by quarterly EL performance tasks and morphological assessments</p>	<p><b>Performance Target:</b> 3-5 teachers will implement Expeditionary Learning (EL) curriculum to improve language comprehension and word recognition through daily explicit and systematic instruction through May.</p> <p><b>Implementation (include person responsible):</b></p> <p><b>August:</b></p> <ul style="list-style-type: none"> <li>• Begin training on Expeditionary Learning (EL) - (Instructional Specialist)</li> <li>• CCCs weekly for continued support and implementation of EL (Instructional Specialist)</li> </ul> <p><b>September - May:</b></p> <ul style="list-style-type: none"> <li>• CCCs weekly for continued support and implementation of EL (Instructional Specialist)</li> </ul>

	<ul style="list-style-type: none"> <li>• One on One training for teachers needing support (Instructional Specialist)</li> <li>• Monthly Walk throughs (Instructional Specialist and administrators)</li> </ul>
	<b>Artifacts:</b> <ul style="list-style-type: none"> <li>• Continuous professional learning</li> <li>• Sign In sheet from CCCs.</li> <li>• Walkthrough Forms</li> <li>• Analysis of Walk-Through Data</li> <li>• Instructional Specialist Support Schedule</li> <li>• EL Task data</li> </ul>
	<b>Progress Monitoring:</b> 10/11/24; 12/19/24; 3/14/25; 5/15/25

<b>GOAL #3</b> <b>Math (K-2)</b>	Student Math scores will increase by 10% from August 2024 to May 2025 as measured by the Math 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?
K-2 teachers will use math manipulatives to implement the standards with an emphasis on the concrete, pictorial abstract approach, throughout the unit.		<b>Performance Target:</b> 100 % of K-2 teachers will implement math manipulatives
		<b>Implementation</b> <i>(include person responsible):</i>

	<p>August</p> <ul style="list-style-type: none"> <li>• Begin math manipulative training (District Math Specialist, Instructional Specialist)</li> </ul> <p>September - May</p> <ul style="list-style-type: none"> <li>• K-2 teachers begin implementing math manipulatives during daily instruction.</li> <li>• CCCs: Continued support utilizing and implementing math manipulatives (Content leads, Instructional Specialist, District math specialist)</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Photos of students using manipulatives</li> <li>• CCC documentation (agendas, PowerPoints)</li> <li>• Walk through forms.</li> <li>• Data analysis from walk throughs</li> </ul> <p><b>Progress Monitoring:</b> 10/11/24; 12/19/24; 3/14/25; 5/15/25</p>
	<p><b>Performance Target:</b></p> <p><b>Implementation (include person responsible):</b></p> <p><b>Artifacts:</b></p> <p><b>Progress Monitoring:</b></p>

<b>GOAL #4</b> <b>Math (3-5)</b>	Student Math scores will increase by 10% from August 2024 to May 2025 as measured by the Milestones Assessment.
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Action Step(s)	Start Date	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
3-5 teachers will use math manipulatives to implement the standards with an emphasis on the concrete, pictorial abstract approach, throughout the unit.		<b>Performance Target:</b> 100 % of 3-5 teachers will implement math manipulatives.
		<b>Implementation (include person responsible):</b>  <b>August</b> <ul style="list-style-type: none"> <li>Begin math manipulative training (District Math Specialist, Instructional Specialist)</li> </ul> <b>September - May</b> <ul style="list-style-type: none"> <li>3-5 teachers begin implementing math manipulatives during daily instruction.</li> <li>CCCs: Continued support utilizing and implementing math manipulatives (Content leads, Instructional Specialist, District math specialist)</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Photos of students using manipulatives</li> <li>CCC documentation (agendas, PowerPoints)</li> <li>Walk through forms.</li> <li>Data analysis from walk throughs</li> </ul>
		<b>Progress Monitoring:</b> 10/11/24; 12/19/24; 3/14/25; 5/15/25

	Performance Target:
	Implementation <i>(include person responsible)</i> :
	Artifacts:
	Progress Monitoring:

<b>GOAL #5</b> <b>School Selected</b>	<b>Decrease the number of referrals of students with excessive misbehaviors by 20%.</b>
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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?
Counselors will provide additional small group or individual support for identified students with excessive misbehaviors at least twice a month.		<b>Performance Target:</b> <b>100% of our counselors will implement small group or individual support for students with excessive misbehaviors at least twice a month.</b>
		<b>Implementation <i>(include person responsible)</i>:</b>  <b>Preplanning: Identify students with high occurrences (Counselors and admin)</b>



August:

- Collaborate with teachers of identified students to provide resources and effective support plan (Counselors)
- Reach out to parents/ guardians to introduce themselves and share support plan through small group and or individual if needed.

September - December:

- Small group sessions begin (Counselors)
- Regularly update parents on their child's progress and involve them in the intervention.
- Data assessment and progress made by students (Counselor)

January - May:

- New small groups sessions begin based on data.
- Regularly update parents on their child's progress and involve them in the intervention.
- Data assessment and progress made by students (Counselor and administration)

**Artifacts:**

- Small group meeting schedule
- Check in data with teacher.
- Decreased referrals monitoring form.

**Progress Monitoring:**

12/19/24 & 5/15/25

	<b>Performance Target:</b>
	<b>Implementation</b> <i>(include person responsible):</i>
	<b>Artifacts:</b>
	<b>Progress Monitoring:</b>

**Final Notes**

**Principal Signature**

*Monica Howard*

**Assistant Superintendent**