

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: Timber Ridge Elementary

Monitoring Date:

GOAL #1
Literacy (K-3)

By the end of the 2024-2025 school year, 75% of K-3 students will demonstrate proficiency as measured by the Amira Reading Mastery (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?
Kindergarten through third grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by providing explicit instruction of 3-5 grade-level appropriate words per week as indicated by exit tickets.	8/1/24	<p>Performance Target: 75% of K-3 students will demonstrate proficiency as measured by the Amira Reading Mastery (ARM) score.</p> <p>Implementation (include person responsible): Kindergarten through third grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by providing explicit instruction of 3-5 grade-level appropriate words per week.</p> <p>Artifacts: Vocabulary Lesson Plans</p> <p>Progress Monitoring: Weekly Exit Tickets ARM Scores</p>

GOAL #2 Literacy (4-5)	On the Spring Administration of the BEACON ELA Assessment, 90% of students in grades 4-5 will score in the Proficient or Distinguished range.
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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?
Fourth and fifth grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by providing explicit instruction of 4-5 grade-level appropriate words per week as indicated by exit tickets.	8/1/24	Performance Target: On the Spring Administration of the BEACON ELA Assessment, 90% of students in grades 4-5 will score in the Proficient or Distinguished range.
		Implementation (include person responsible): Fourth and fifth grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by providing explicit instruction of 4-5 grade-level appropriate words per week.
		Artifacts: Vocabulary Lesson Plans
		Progress Monitoring: Weekly Exit Tickets BEACON Scores

GOAL #3 Math (K-2)	By the end of the 2024 - 2025 School year, 80% of students in grades K-2 will score at or above the proficient range on GKIDS (K) and the BEACON Math Assessment (1-2).
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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?
Kindergarten through second grade teachers will implement one error analysis problem (DOK 3) weekly warm-up to increase students' ability to solve and analyze performance tasks for deeper understanding and application. Warm-up activities will be submitted to the assigned administrator at the start of each quarter and monitored through weekly walkthroughs	8/1/24	Performance Target: By the end of the 2024 - 2025 School year, 80% of students in grades K-2 will score at or above the proficient range on GKIDS (K) and the BEACON Math Assessment (1-2).
		Implementation (include person responsible): Kindergarten through second grade teachers will implement one error analysis problem (DOK 3) weekly warm-up to increase students' ability to solve and analyze performance tasks for deeper understanding and application
		Artifacts: Weekly Warm-up Lesson Plans Weekly Walkthrough Feedback
		Progress Monitoring: GKIDS (K) BEACON Math Scores

GOAL #4 Math (3-5)	On the Spring Administration of the BEACON Math Assessment, 90% of students in grades 3-5 will score at or above the Proficient range.
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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?
Fourth and fifth grade teachers will implement one error analysis problem (DOK 3) weekly warm-up to increase students' ability to solve and analyze performance tasks for deeper understanding and application. Warm-up activities will be submitted to the assigned administrator at the start of each quarter and monitored through weekly walkthroughs	8/1/24	Performance Target: On the Spring Administration of the BEACON Math Assessment, 90% of students in grades 3-5 will score at or above the Proficient range.
		Implementation (include person responsible): Fourth and fifth grade teachers will implement one error analysis problem (DOK 3) weekly warm-up to increase students' ability to solve and analyze performance tasks for deeper understanding and application.
		Artifacts: Weekly Warm-up Lesson Plans Weekly Walkthrough Feedback
		Progress Monitoring: GKIDS (K) BEACON Math Scores

GOAL #5 School Selected	<p>At the end of the 2024 - 2025 School Year, 80% or more of teachers will rate their CCC as “Fully Developed” on an EOY CCC Reflection in the following areas:</p> <ul style="list-style-type: none"> • Teams are provided timely feedback regarding CCC work/progress • Collaboration and team growth are monitored • Teams create and use SMART goals • Collaborative teams analyze all assessment data to adjust instruction
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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?
School leaders will attend three grade level CCC meetings quarterly and provide feedback specific to analyzing student achievement data to establish SMART goals and design intervention and extension activities.	8/1/24	Performance Target: At the end of the 2024 - 2025 School Year, 80% or more of teachers will rate their CCC as “Fully Developed” on an EOY CCC Reflection in the areas indicated above.
		Implementation (include person responsible): School leaders will attend three grade level CCC meetings quarterly and provide feedback specific to analyzing student achievement data to establish SMART goals and design intervention and extension activities.
		Artifacts: CCC Meeting Agendas CCC Feedback Form SMART Goals Intervention Block Plans
		Progress Monitoring: Quarterly CCC Reflection Form

Final Notes

Principal Signature

Dr. Shannon McMill

Assistant Superintendent