

*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: King Springs Elementary School

Monitoring Date:

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

The percentage of students in kindergarten through 2nd grade scoring on or above the 25th percentile will increase by 3% as measured by the Amira 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?**

Kindergarten through 2nd grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by explicit instruction of grade level appropriate words daily as indicated through grade level appropriate exit tickets.

Performance Target: 100% of K through 2nd teachers will implement consistent vocabulary instruction by using grade-level appropriate words each week through December.

Implementation (include person responsible):

July

- KSE Guiding Coalition members will develop weekly plans that include the 3 grade-level-appropriate words each teacher will include in instruction and exit tickets to be used

August-December

- Teachers will begin implementing consistent vocabulary instruction using 3-grade level determined words of focus during daily instruction
- Teacher will use exit tickets to assess progress
- Grade level CCCs will review and reflect on the action and analyze the exit ticket data (Include reflections in CCC notes)
- Grade level CCCs will discuss appropriate strategies for vocabulary instruction

		Artifacts: <ul style="list-style-type: none"> Exit ticket data CCC agenda notes with reflections on the exit ticket artifacts
		Progress Monitoring: <ul style="list-style-type: none"> Kindergarten, 1st, and 2nd grade CCC leaders will review exit ticket data and notes from CCC each month at leadership meetings to monitor the implementation of consistent vocabulary instruction and to ensure vertical collaboration.

GOAL #2 Literacy (3-5)	The percentage of students in 3rd-5th grade scoring level 3 will increase from 25% to 28% as measured by the ELA EOG.
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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 rd through 5 th grade teachers will implement affix and root word studies to improve vocabulary during daily literacy block as indicated by small group instruction.		Performance Target: 100% of 3 rd through 5 th grade teachers will implement affix and root word studies daily in small group each week through December. Implementation (include person responsible): July <ul style="list-style-type: none"> KSE Guiding Coalition members will determine a schedule and expectations for implementing affix and root word studies, which will begin in August August-December <ul style="list-style-type: none"> Teachers will begin implementing consistent affix and root word studies during small group lessons Grade level CCCs will review the word study plan each week Grade level CCCs will discuss appropriate strategies for word studies for various levels of students

	Artifacts: <ul style="list-style-type: none"> • CCC notes with reflections on progress • Small group lesson plans • Administrative walkthrough data Progress Monitoring: <ul style="list-style-type: none"> • The KSE guiding coalition will review walkthrough data at the end of each nine weeks to monitor implementation of word studies in literacy.
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GOAL #3 Math (K-2)	The percentage of students in kindergarten through 2nd grade scoring proficient/prepared will increase from 37% to 40% as measured by the Math Inventory/Beacon.
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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 2 nd grade teachers will implement instructional progression (concrete-representational-abstract) to improve numerical reasoning when introducing concepts as indicated by exit tickets.		Performance Target: 100 % of teachers will implement instructional progression during all whole group lessons through December. Implementation (include person responsible): July <ul style="list-style-type: none"> • KSE Guiding Coalition members will determine a plan for consistency in implementing instructional progress and an exit ticket August-December <ul style="list-style-type: none"> • Teachers will implement instructional progression during all whole group lessons and in small group when needed • Teacher will use exit tickets to assess progress • Grade level CCCs will review and reflect on the action and analyze the exit ticket data

		Artifacts: <ul style="list-style-type: none"> Exit ticket data CCC agenda notes with reflections and next steps based on exit ticket analysis
		Progress Monitoring: <ul style="list-style-type: none"> Kindergarten, 1st, and 2nd grade CCC leaders will review exit ticket data and notes from CCC each month at leadership meetings to monitor the implementation of consistent instructional progress (C-R-A) with numerical reasoning.

GOAL #4 Math (3-5)	The percentage of students in 3rd-5th grade scoring level 3 will increase from 30% to 33% as measured by the Math EOG.
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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 rd through 5 th grade students will engage in modeling and drawing visual representations to solve problems during daily instruction, as indicated by administrative walks and CCC data discussions of student work products.		Performance Target: 100% of teachers will model how to draw visual representations to solve problems and facilitate the engagement of students in drawing visual representations.
		Implementation (include person responsible): July <ul style="list-style-type: none"> KSE Guiding Coalition members will determine a plan for consistency in implementing modeling of visual representations and a plan for examining student work during CCCs. August-December <ul style="list-style-type: none"> Teachers will use modeling and drawing visual representations to solve problems during whole-group and small-group instruction. Grade-level CCCs will review and analyze student work to determine misconceptions and plan the next steps and strategies for student growth.

	Artifacts: <ul style="list-style-type: none"> • Student work samples with models and visual representations • CCC agenda notes with discussion about student work samples and next steps for instruction Progress Monitoring: <ul style="list-style-type: none"> • The KSE guiding coalition will review walkthrough data at the end of each nine weeks to monitor the implementation of modeling and drawing representations to solve problems during math instruction.
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GOAL #5 School Selected	Decrease the number of office referrals by 10% from 169 to 148 from May 2024 to May 2025.
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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?
All teachers will implement the PRIDE expectations consistently in all parts of the school community.		Performance Target: 100% of teachers will consistently implement PRIDE expectations Implementation (include person responsible): July <ul style="list-style-type: none"> • The PRIDE Committee will revise expectations and incentives for students • The PRIDE will work with the administrative team to revise the discipline matrix • Revisit PRIDE expectations with all staff during pre-planning August-December <ul style="list-style-type: none"> • Teachers will consistently utilize the PRIDE expectations to guide student behavior and promote positive student behavior. • Teachers will receive training from the positive school culture support team on positive reinforcement, responding to student behavior, zones of regulation, and other topics. • Administration and Counselors will develop behavior plans during core team meetings and review monthly with teachers and staff. • Teachers will create classroom environments that encourage and model respect for all.

		Artifacts: <ul style="list-style-type: none">Quarterly discipline data
		Progress Monitoring: <ul style="list-style-type: none">KSE guiding coalition will review discipline data each quarter to monitor the implementation and effectiveness of the PRIDE system.

Final Notes**Principal Signature**

Assistant Superintendent