

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:** Garrison Mill Elementary School

**Monitoring Date:**

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

**During 2024-25 school year, Garrison Mill will increase the percentage of students in grades K-2 reading above grade level from 61% to 65% on the end of year 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?**

K-2 teachers will implement common ELA vocabulary during daily instruction and work sessions throughout each unit.

**Performance Target:** 100% of K-2 teachers will implement common ELA vocabulary during daily instruction and work sessions throughout each unit of the 2024-2025 school year.

**Implementation (include person responsible):**

Preplanning: Teachers will determine the common vocabulary words and create a sharable, compiled list that will be used during daily instruction and work sessions for the 2024-2025 school year.

August: Master lists are presented by the teacher and added by the student to the ELA journal. Teachers will model how to use the common vocabulary list. The teacher will keep a master list as definitions/pictures are added to share with students who enter during the year.

Continual: Words being introduced and discussed will be included in the teacher's weekly lesson plans. When teachers or students realize additional words need to be added, the word(s) will be brought to the team for consistency.

		<b>Artifacts:</b> Student ELA journals, teacher lesson plans uploaded to OneNote, CCC meeting notes uploaded to Teams
		<b>Progress Monitoring:</b>

<b>GOAL #2</b> <b>Literacy (3-5)</b>	During the 2024-25 school year, Garrison Mill will increase the percentage of grades 3-5 students performing on or above grade level in English/Language Arts from 65.3% to 70% on the Milestones 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 a common advanced organizer for all genres of writing in ELA each quarter.		<b>Performance Target:</b> 100% of 3-5 teachers will implement common advanced organizers for all genres of writing in ELA each quarter of the 2024-2025 school year.
		<b>Implementation (include person responsible):</b> Preplanning: The teachers will develop a common advanced organizer for writing that will be used for each genre.  Quarterly: The teachers will introduce, model, and implement the advanced organizer for each genre, beginning with narrative writing. The students will include their organizers in their writer's notebook.
		<b>Artifacts:</b> Student writer's notebook, teacher lesson plans uploaded to OneNote, CCC meeting notes uploaded to Teams
		<b>Progress Monitoring:</b>

<b>GOAL #3</b> <b>Math (K-2)</b>	During 2024-25 school year, Garrison Mill will increase the percentage of students in grades 1-2 performing at the proficient and advanced math quantiles from 87% (MI) to 90% (Beacon) on the end of year 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 implement common Math vocabulary during daily instruction and work sessions throughout each unit.		<b>Performance Target:</b> 100% of K-2 teachers will implement common Math vocabulary during daily instruction and work sessions throughout each unit of the 2024-2025 school year.
		<b>Implementation (include person responsible):</b> Preplanning: The teachers will determine the common vocabulary words and create a sharable, compiled list that will be used during daily instruction and work sessions for the 2024-2025 school year.
		August: Master lists are presented by the teacher and added to the student math journal. Teachers will model how to use the common vocabulary list. The teacher will keep a master list as definitions/pictures are added to share with students who enter during the year.
		Continual: Words being introduced and discussed will be included in the teacher's weekly lesson plans. When teachers or students realize additional words need to be added, the word(s) will be brought to the grade level team for consistency.
		<b>Artifacts:</b> Student math journals, teacher lesson plans uploaded to OneNote, CCC meeting notes uploaded to Teams
		<b>Progress Monitoring:</b>

<b>GOAL #4</b> <b>Math (3-5)</b>	<b>During the 2024-25 school year, Garrison Mill will increase the percentage of grades 3-5 students performing on or above grade level in Math from 67.6% to 72% on the Milestones Assessment.</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?
Grade 3-5 teachers will implement a common structure for discussing, understanding, and solving math word problems for all operations.		<b>Performance Target:</b> 100% of 3-5 teachers will implement a common structure for discussing, understanding, and solving math word problems for all operations throughout the 2024-2025 school year.
		<b>Implementation (include person responsible):</b> Preplanning: The teachers will develop a common structure for discussing, understanding, and solving math word problems for all operations.
		Continual: The teachers will introduce, model, and implement the structure for discussing, understanding, and solving math word problems for all operations. The teacher's lesson plans will include daily practice with the common structure. The students will use the structure when solving problems in their word problem notebooks.
		<b>Artifacts:</b> Student word problem notebook, teacher lesson plans uploaded to OneNote, CCC meeting notes uploaded to Teams
		<b>Progress Monitoring:</b>

<b>GOAL #5</b> <b>School Selected</b>	During the 2024-25 school year, Garrison Mill will increase the percentage of students able to name two ways to respond to anger, worry, and sadness from 70% to 85% and will increase the percentage of students who can notice when others are having a hard time/bad day from 71% to 80% as measured by a pre and post student survey.
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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 homeroom teachers will teach a Sources of Strength lesson at least 3 out of 4 weeks in a month.		<b>Performance Target:</b> 100% of all homeroom teachers will teach a Sources of Strength lesson at least 3 out of 4 weeks a month throughout the 2024-2025 school year.
		<b>Implementation (include person responsible):</b> Preplanning: A Sources of Strength task force will be formed including one staff member from each team that will discuss and plan for the sources of strength lessons.  August: County and/or local Sources of Strength coaches will provide updated training and facilitate discussions involving celebrations, questions, and concerns related to lessons.  Each semester: The Sources of Strength task force will meet four times each semester to discuss ways to support teachers with the implementation of lessons, ways to help students learn to respond to anger, worry, and sadness, and how to help students notice when others are having a hard time/bad day.
		<b>Artifacts:</b> Teacher lesson plans uploaded to OneNote, task force meeting notes uploaded to Teams
		<b>Progress Monitoring:</b>

Final Notes
Principal Signature
Assistant Superintendent