



**South Girard School**  
**2024-2025 Goal Setting**  
**BOY Data**  
**PD Schedule for Teachers**  
**Thinking Map**

**Student Progress**  
**Parental Involvement Plan**

**Montray Thompson, Principal**  
**Tamika Freeman, Assistant Principal**

<div>Student Support &amp; Teacher Support</div> <div>Areas of Focus:</div> <div><ul style="list-style-type: none"><li>K-12 Literacy and Numeracy Achievement</li><li>PCS Graduates with CCRI and a Post-Secondary Plan</li><li>Optimal Teaching and Learning Environment- PLCs</li></ul><div><a href="https://docs.google.com/document/d/1lPtnYUYNh3W4YtpbviydSL2w_qvvg7w_QVdcCy6oNU/edit">https://docs.google.com/document/d/1lPtnYUYNh3W4YtpbviydSL2w_qvvg7w_QVdcCy6oNU/edit</a> district and student engagement</div></div>	<div>Bullet CRITICAL INITIATIVES</div> <div>Address initiatives for students receiving EL and SPE services.</div>														
<div>Celebrations:</div> <div><ul style="list-style-type: none"><li>Developed an observation rotation schedule</li></ul><div><a href="#">Classroom Teacher Observation Rotation Schedule</a></div><div><ul style="list-style-type: none"><li>Emerging School of Character</li><li>Implemented PBIS Awards and Incentives for Students and Teachers</li><li>Kicked off Attendance Awareness Incentivizing Students with a No Tardy/Absences Party- criteria to attend the party is 2 or fewer tardies/1 absence for September</li></ul><div><a href="#">Attendance for September</a></div></div></div> <div>School Accountability Report Card Projection</div> <div><a href="#">SGS NEW WITH PELP Without Grade 12 Accountability 2024</a></div> <div><a href="#">ACCOUNTABILITY SMART GOALS</a></div> <div><a href="#">ELA ACAP Accountability Data (8th graders currently 9th graders)</a></div> <div>Chart A</div> <table><tr><th>Level</th><th>Over-all #</th><th>Over-a ll %</th><th>SPE</th><th>SPE %</th><th>EL #</th><th>Overall EL %</th></tr><tr><td>4</td><td>76</td><td>16%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	Level	Over-all #	Over-a ll %	SPE	SPE %	EL #	Overall EL %	4	76	16%	0	0	0	0	<div>A. Reading Critical Initiatives (6-8)</div> <div><ul style="list-style-type: none"><li>We drilled the data and saw that reading and comprehending informational text is a weakness across the board. 78% of our students scored poorly to combat this deficit, we plan on implementing the following:</li><li>The Instructional Coach will work side by side with teachers and serve as a resource for classroom best practices, ensuring the quality tier-one institution is implemented daily</li><li>All classroom board configurations will have learning targets and success criteria posted</li><li>Create and Implement the use of formative assessments to provide ongoing feedback regarding student learning; this will be monitored during PLCs.</li><li>Monitor student data through PLCs to determine whether instructional strategies are effective. (A physical</li></ul></div>
Level	Over-all #	Over-a ll %	SPE	SPE %	EL #	Overall EL %									
4	76	16%	0	0	0	0									

3	118	24%	2	3%	0	0
2	199	40%	51	72%	5	26%
1	97	20%	18	25%	14	74%
Total	490	100%	71	100%	19	100%

Chart B 7th Grade Data/Current Students

Level	Overall #	Overall %	SPE #	SPE %	EL #	EL %
4	85	17%	0	0	0	0
3	79	16%	0	0	0	0
2	198	39%	21	41%	11	52%
1	142	28%	30	59%	10	47%
Total	504	100%	51	100%	21	100%

#### \*A. ACAP 6-8 ELA (EOY to EOY) Student Progress

1. **Overall:** Increase the number of students in grades \_\_8\_\_, in the proficiency categories, by \_\_10\_\_% from \_\_16\_\_% to **27%** (maintaining \_\_79\_\_ students and moving \_\_60\_\_ students) for a total of \_\_139\_\_ of students by May \_\_22\_\_, 2025.

2. **SPE Subgroup:** Increase the number of students receiving SPE services in grade 8, in the proficiency categories, by \_\_10\_\_% from \_\_41\_\_% to **51%** (maintaining \_\_21\_\_ students and moving \_\_5\_\_ students) for a total of \_\_26\_\_ of students by May \_\_22\_\_, 2025.

3. **EL Subgroup:** Increase the number of students in grade \_\_8\_\_, in the proficiency categories, by \_\_5\_\_% from \_\_52\_\_% to **57%** (maintaining \_\_11\_\_ students and moving \_\_1\_\_ students) for a total of \_\_12\_\_ of students by May \_\_22\_\_, 2025.

data room will be up by the end of September)

- Student data cards will be utilized to track reading data
- EL-Teachers will progress monitor data from Imagine Learning and goals set in their IELPs-EL teacher
- EL students were intentionally placed in co-taught classes to receive additional support
- SPED-will receive support and additional instruction based on their individual IEP goals

#### B. Math Critical Initiatives (6-8)

We drilled the data and determined that number sense is an overall weakness 72% struggle with number sense. ( Algebraic thinking and operations) To combat this deficit we are implementing the following:

- The Instructional Coach will work side by side with teachers and serve as a resource for classroom best practices, ensuring quality tier-one instruction is implemented daily-Classroom

Utilize student-friendly learning targets ; students can define mathematical vocabulary, discuss, and reflect upon what they are learning.-Classroom

The Instructional Coach will provide PD opportunities for Math teachers on Operations and Algebraic Thinking

Analyze and examine common assessments to determine focus standards-ongoing PLC

Student data cards will used to track student Math data-PLC

## Math ACAP Accountability Data ( 8th graders currently 9th graders)

Chart A

Level	Over-all #	Over-all %	spe #	spe %	el #	el %
4	18	4%	0	0	0	0
3	52	10%	0	0	0	0
2	280	56%	15	21%	5	26%
1	147	30%	56	79%	14	74%
Total	497	100%	71	100	19	100

Chart B 7TH GRADERS CURRENTLY 8TH)

2024 ACAP - 7th Graders						
Level	Over all #	Over all %	spe #	spe %	El #	EL %
4	10	2%	0	0	0	0
3	60	12%	0	0	0	0
2	212	42%	21	41%	3	14%
1	223	44%	30	59%	18	86%
Total	505	100 %	51	100%	21	100%

### \*B. ACAP 6-8 Math (EOY to EOY) Student Progress

1. **Overall:** Increase the number of students in grades \_\_8\_\_, in the proficiency categories, by \_\_15\_\_% from \_\_12\_\_% to **27%** (maintaining \_\_60\_\_ students and moving \_\_74\_\_ students) for a total of \_\_134\_\_ of students by May \_\_22\_\_, 2025.

2. **SPE Subgroup:** Increase the number of students receiving SPE services in grade \_\_8\_\_, in the proficiency categories, by \_\_10\_\_% from \_\_41\_\_% to **51%** (maintaining \_\_21\_\_ students and moving \_\_5\_\_ students) for a total of \_\_26\_\_ of students by May 22\_\_, 2025.

3. **EL Subgroup:** Increase the number of EL students in grade \_\_8\_\_, in the proficiency categories, by \_\_10\_\_% from \_\_14\_\_% to **24%** (maintaining

- EL-Teachers will progress monitor data from Imagine Learning, and goals set in their IELPs-EL teacher
- EL students were intentionally placed in co -taught classes to receive additional support
- SPED-will receive support and additional instruction based on their individual IEP goals

### C. Grammar and Writing Critical Initiatives (All, 6-8)

Vertical Planning with ELA and History teachers to provide quality reading passages and constructed responses

Timed constructed writings will be utilized to increase writing stamina

### D. Science Critical Initiatives (6<sup>th</sup> and 8th)

- An intentional focus will be on the AA students since they are ACAP tested on Physical Science. However, the last time the students received instruction in physical science was in 7th grade. To combat this, the AA teacher will provide a daily spiral review of the Physical Science Standards while teaching Biology Standards.
- Provide AMSTI driven instruction to students
- Incorporate Progress learning once a week to personalize learning.

### Instructional Framework

#### A. Reading & History

##### Tier 1

Implement common instructional strategies, including

\_\_3\_\_ students and moving \_\_2\_\_ students) for a total of \_\_5\_\_ of students by May \_\_22\_\_, 2025.

### ACCESS Data for ELLs

Increase students meeting or exceeding language growth targets by \_\_5\_\_ % from \_\_25\_\_% to \_\_30\_\_% as measured, moving one student as determined by the ACCESS for ELLS assessment by February of 2025.  
# of EL students with matchback data= \_\_ (unknown at his time) \_\_

### PROGRESS MONITORING/GROWTH GOALS

**Note:** Once you receive your BOY screener data, add “**no D. ACCESS GOALn-accountability**” goals below. Add the goal percentages to the appropriate “key measures” section of your ACIP in COGNIA. However, your individual school progress monitoring assessment or screener goals will be discussed to track your students’ progress mid-year.

**Include data charts for iReady Reading and Math below.**

**(Include charts here)**

### i-Ready BOY Reading

Level	Over-all #	Over-all %	SPE	EL
Mid or Above Grade Level	61 students	13%	0%	
Early on Grade Level	51 Students	11%	1%	
One Grade Level Below	78 Students	17%	3%	
Two Grade Levels Below	24 Students	5%	4%	
Three or More Grade Levels Below	241 Students	53%	88%	
Total	455			

- Gradual Release Model- I do, We do, You do in every classroom
- Differentiated Instruction, scaffolding, checks for understanding will be utilized and monitored.

#### Tier 2

- Small Group Instruction- teachers will inform groups using formative and summative data

#### Tier 3

- Targeted Researched based interventions will be used. Tier 3 instruction will be intentional during Bulldog Advisory(2x a month) . We have identified a Math and Reading Teacher to implement targeted instruction during this time.
- W.I.N (what I need) once a week

### B. Math

#### Tier 1

Implement common instructional strategies, including...

Implement gradual release model with accompanying activities that will be directly related to standard based learning targets. Teachers will utilize math manipulatives to help students conceptualize the math concepts

#### Tier 2

- Graphic Organizers and researched based interventions related to standards will be delivered in small groups to help students synthesize information

#### Tier 3

**A. iReady Reading Progress Monitoring Goal**

**1. Overall Grade 8:** Increase the percentage of students scoring proficient in iReady Reading in grades 8 by 15 % from 11 % to **26 %** (maintaining 112 students and moving 5 students) for a total of 117 out of 455 students by May 22, 2025.

**2. SPE Subgroup:** Increase the percentage of students receiving SPE Services scoring proficient in iReady Reading in grade 8 by 5 % from 1 % to **6 %** (maintaining 1 student and moving 3 students) for a total of 4 out of 51 students by May 22, 2025.

**3. EL Subgroup:** Increase the percentage of students scoring proficient in iReady Reading in grade 8 by 5 % from 33 % to **38 %** (maintaining 7 students and moving 1 student) for a total of 8 out of 21 students by May 22, 2025.

**i-Ready BOY Math**

Chart B

Level	Over-all #	Over-all %	SPE	EL
Mid or Above Grade Level	21 Students	5%	0%	
Early on in Grade Level	35 Students	8%	0%	
One Grade Level Below	117 Students	26%	6%	
Two Grade Levels Below	70 Students	15%	6%	
Three or More Grade Levels Below	210 Students	46%	80%	
Total	455			

- Bulldog Advisory( 2x month) will serve as targeted time to provide intensive instruction to Tier 3 students.
- Weekly WIN (what I need time) will be offered as weekly supplement for Tier 3 students.

**B. Overall Math Progress Monitoring Goal**

<p><b>1. Overall 6-8:</b> Increase the percentage of students scoring proficient in iReady Math in grade 8_ by <u>13%</u> from <u>8_</u> % to <u>21_</u> % (maintaining <u>56</u> students and moving <u>44</u> students) for a total of <u>100</u> out of <u>455</u> students by May <u>20</u> , 2025.</p> <p><b>2. SPE Subgroup:</b> Increase the percentage of students receiving SPE Services scoring proficient in iReady Math in grades <u>8_</u> by <u>5_</u> % from <u>6_</u> % to <u>11_</u> % (maintaining <u>6</u> students and moving <u>6</u> students) for a total of <u>12</u> out of <u>51</u> students by May <u>22</u> , 2025.</p> <p><b>3. EL Subgroup:</b> Increase the percentage of students scoring proficient in iReady Math in grade <u>8_</u> by <u>6_</u> % from <u>34_</u> % to <u>39_</u> % (maintaining <u>8</u> students and moving <u>2</u> students) for a total of <u>9</u> out of <u>21</u> students by May <u>   </u> , 2025.</p> <p><b><u>OTHER GOALS (if any)</u></b></p>	
<p><b>Culture &amp; Community and From STEM to STEAM Areas of Focus:</b></p> <ul style="list-style-type: none"> <li>• Extra and Co-Curricular Participation</li> <li>• Optimal Teaching and Learning Environment-teacher retention, positive culture, would refer a friend to the PCS, “I love my school, administration, my colleagues, and my kids</li> </ul>	<p><b>Bullet CRITICAL INITIATIVES</b>  <b>Weekly Character Ed and SEL lessons provided through STEM Tech Classes</b>  <b>Provide opportunities for students to showcase their understanding of our character education initiatives ( Core Values)</b>  <b>Students will receive counseling lessons on topics identified based on student needs.</b>  <b>Maintain 95% attendance daily</b>  <b>Increase Parental Involvement by 10%</b></p>
<p><b>Professional Learning Plan Goals (PLP)</b></p>	<p><b>Bullet Activities</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>ESC Notes</b></p>	
<ul style="list-style-type: none"> <li>• Meeting prep previous Friday (8/30) with Dr. Crews was disrupted due to incident at SGS and Mrs. Freeman’s absence.</li> </ul>	

<ul style="list-style-type: none"> <li>● Attendance data requested from Mrs. Loreman on Tuesday of this week but not received.</li> <li>● ACIP and data room in constant updating <ul style="list-style-type: none"> <li>○ Broken down by subject area, subgroups, and students</li> </ul> </li> <li>● Discussed pushing intentional content specific PD for teachers <ul style="list-style-type: none"> <li>○ Tie to ACIP</li> <li>○ Tie to PLPs</li> </ul> </li> <li>● WIN time for individual assignments and tier II/III on Fridays <ul style="list-style-type: none"> <li>○ Mechanism for planning of WIN time?</li> </ul> </li> <li>● Discussion of AA conversations regarding increased rigor and not work amount</li> <li>● Learning targets and success criteria visible <ul style="list-style-type: none"> <li>○ Student data cards used digitally by students and hard-copy in data room <ul style="list-style-type: none"> <li>■ Colored for moving</li> <li>■ Unique identifier for EL and AA</li> </ul> </li> <li>○ Lesson plan submissions in Schoology by Friday at 2 PM</li> <li>○ Feedback by Monday morning</li> </ul> </li> <li>● PLCs meet weekly in ICs office <ul style="list-style-type: none"> <li>○ Use documented PLC template</li> <li>○ Dates set for year</li> <li>○ Use of SMART Goals, sign-ins, agendas</li> <li>○ ELA and math co-taught</li> </ul> </li> <li>● Title I Budget needs for PD efforts with AMSTI and EARIC</li> <li>● Intentional AA coverage of Phy Sci standards <ul style="list-style-type: none"> <li>○ Use of progress learning in science for personalized learning</li> </ul> </li> <li>● Strategic planning model used (I do, we do, you do)</li> <li>● Differentiated instruction for ALL students</li> <li>● Absence inclusion for party incentive</li> <li>● Incentive plan for i-Ready pathway lessons passed</li> <li>● Students of the month</li> <li>● MTSS identified students by name and tier II and tier III</li> </ul>	
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<ul style="list-style-type: none"> <li>● Observations by both admin and IC in a rotation of departments</li> <li>● <b>All actionable items documented on the Utilize the “Catch the Process: CI Team Planning Forward” Thinking Map to ensure activities are covered in your ACIP no later than September 11th:</b></li> <li>● Obtain the chronically absent student count from last year to estimate report card score for attendance (see AIM portal-Student Data-Enrollment-Student-9th Month-EXPORT)</li> <li>● Identify students and link student lists for goals on the goal-setting sheet</li> <li>● Suggested to change LP deadline to no later than Thursday of the week before to allow time for feedback and updates</li> <li>● PLC/data meetings need the addition of formative assessment documentation <ul style="list-style-type: none"> <li>○ Copy of assessment, if available hard-copy</li> <li>○ Data from assessment if digital</li> </ul> </li> <li>● Student academic growth incentive plan <ul style="list-style-type: none"> <li>○ School-wide, department class competitions, teacher, class, student</li> <li>○ Use of flags on diagnostic to identify possible apathetic students and target individualized goal-setting with school leadership</li> </ul> </li> <li>● Link data presentation to this document and ensure all links within are accessible by cabinet</li> <li>● Include PD Plan checkbox column as a part of the ACIP Thinking Map <ul style="list-style-type: none"> <li>○ Link PD plan to the ACIP Thinking Map</li> </ul> </li> <li>● PLP goals for academic growth and culture <ul style="list-style-type: none"> <li>○ Tie to ACIP</li> </ul> </li> <li>● Add a checkbox column for the Parental Involvement/Family Engagement Plan as a part of the ACIP Thinking Map <ul style="list-style-type: none"> <li>○ Link Plan to the ACIP Thinking Map</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li>• ACIP due in Cognia eProve Strategies by September 17th</li> </ul>	
<p style="text-align: center;"><b>End-of-Year Review Goals</b></p> <p><b>Note:</b> Insert charts or links to reflect numerical data showcasing the tracking of your goal, as applicable (i.e. EOY to EOY and/or BOY to EOY). Be sure to add MOY data points.</p> <p><b>Link Mid-Year Review Template here</b></p>	<p style="text-align: center;"><b>End-of-Year Reflections</b></p> <p style="text-align: center;"><b>Questions to Consider:</b></p> <ol style="list-style-type: none"> <li>1. Did you meet your end of year goal? Discuss evidence. Include growth data in your discussion, as applicable (i.e. mock assessments, iReady data, etc.).</li> <li>2. If so, what strategies and activities contributed to the progress made?</li> <li>3. If not, what adjustments or modifications need to be made? Be specific?</li> </ol> <p>Further reflections and implications will take place during ACIP evaluation (24-25) and development sessions (25-26).</p>
<p><b>Accountability Goals:</b></p>	<p><b>Evaluation:</b></p>