

School Name: Still Elementary
Date: 8/16/2026

GOAL #1 Literacy (K-2)	During the 2026-2027 school year, the percentage of students in first and second grade scoring in the prepared band will increase from 62% to 65% as measured by the spring administration of the ELA 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 Amira, Beacon, and PMA data to identify a specific literacy need and implement Wonders Reteaching Opportunities from the Progress Monitoring section of the Teacher's Edition to provide targeted literacy support in comprehension, phonics, word study, and grammar. Teachers will use these lessons and targeted assignments to address students' specific learning needs with fidelity at least twice per week during targeted small-group instruction. Implementation will be monitored through walkthroughs and CCC/small-group artifacts at least twice per quarter, and impact will be measured through subsequent Amira, Beacon, and PMA data.	8/2026 9/2026- 5/2027	Performance Target: 100% of K-2 teachers will demonstrate evidence of using Amira and Beacon data to plan differentiated small-group instruction during weekly CCC meetings.
		Implementation (include person responsible): Beginning of the Year: - Administration will provide testing calendar for CCC planning. - The building leadership team will meet to discuss expectations for use of Amira and Beacon data in CCCs. Monthly data analysis in CCCs with teachers and admin: - Pull needed data for analysis - Focus on data-driven instruction to plan small group instruction - Include disaggregation, collaborative planning, and implementation - Use weekly CCC meetings to reinforce planning based on the results of data analysis
		Artifacts: - PL plan - Weekly CCC meeting minutes - Amira and Beacon data

Progress Monitoring: Quarterly review of CCC meeting documentation, student data, and small-group instructional plans to determine implementation and impact.

10/2026

12/2026

3/2027

4/2027

Progress Monitoring:

9/2026

1/2027

4/2027

GOAL #2
Literacy (3-5)

During the 2026-2027 school year, the percentage of students in 3rd-5th grade scoring in the **prepared** band will increase from 24% to 27% as measured by the spring administration of the ELA 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?

Action Step 1: 3-5 teachers will use Amira for 3rd only, Beacon, and PMA data to identify a specific literacy need and implement Wonders Reteaching Opportunities from the Progress Monitoring section of the Teacher's Edition to provide targeted literacy support in comprehension, phonics, word study, and grammar. Teachers will use these lessons and targeted assignments to address students' specific learning needs with fidelity at least twice per week during targeted small-group instruction. Implementation will be monitored through walkthroughs and CCC/small-group artifacts at least twice per quarter, and impact

8/2026

8/2026 –
5/2027

Performance Target:
 100% of 3-5 teachers will demonstrate evidence of using Wonders PMA data to plan differentiated small-group instruction during weekly CCC meetings.

Implementation (include person responsible):

Beginning of the Year:

- Instructional leaders and teams will use unit planning to determine PMA deadlines for CCC planning.
- The building leadership team will meet to discuss expectations for use of PMA data in CCCs.

Monthly data analysis in CCCs with teachers and admin:

- Pull needed data for analysis
- Focus on data-driven instruction to plan small group instruction
- Include disaggregation, collaborative planning, and implementation
- Use weekly CCC meetings to reinforce planning based on the results of data analysis

will be measured through subsequent Amira for 3rd only, Beacon, and PMA data.

Artifacts:

- Grade level unit plans
- Weekly CCC meeting minutes
- PMA data

Progress Monitoring: Quarterly review of CCC meeting documentation, student data, and small-group instructional plans to determine implementation and impact.

10/2026

12/2026

3/2027

4/2027

GOAL #3
Math (K-2)

During the 2026-2027 school year, the percentage of students in Kindergarten through second grade scoring in the **prepared** band will increase from 48% to 51% as measured by the spring administration of the Math 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?

Action Step 1: Grades K-2 teachers will use Beacon and CFA data to identify a specific math need and implement the expanded math frameworks and Georgia Inspire lessons per unit aligned to district coursework, with fidelity at least twice per week during targeted small-group instruction. Implementation will be monitored through walkthroughs and CCC/small-group artifacts at least twice per quarter, and impact will be measured through subsequent CFA, Beacon, and identified math data.

8/2026

9/2026-
5/2027

Performance Target:

100% of K-2 teachers will demonstrate evidence of using Beacon and CFA data to plan differentiated small-group instruction during weekly CCC meetings.

Implementation (include person responsible):
Beginning of the Year:

- Administration will provide testing calendar for CCC planning.
- The building leadership team will meet to discuss expectations for use of Beacon and CFA data in CCCs.

Monthly data analysis in CCCs with teachers and admin:

- Pull needed data for analysis
- Focus on data-driven instruction to plan small group instruction
- Include disaggregation, collaborative planning, and implementation
- Use weekly CCC meetings to reinforce planning based on the results of data analysis

	Artifacts: • PL plan • Weekly CCC meeting minutes • Beacon and CFA data Progress Monitoring: Quarterly review of CCC meeting documentation, student data, and small-group instructional plans to determine implementation and impact. 10/2026 12/2026 3/2027 4/2027
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GOAL #4 Math (3-5)	During the 2026-2027 SY, the percentage of students in grades 3-5 in the <u>proficient</u> and <u>distinguished</u> band will increase from 57% to 60% as measured by the spring administration of the Math Georgia Milestone 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?
Action Step 1: Grades 3–5 teachers will use Beacon and CFA data to identify a specific math need and implement the expanded math frameworks, and the enhanced core package including Georgia Inspire lessons aligned to district coursework, with fidelity at least twice per week during targeted small-group instruction. Implementation will be monitored through walkthroughs and CCC/small-group artifacts at least twice per quarter, and impact will be measured through subsequent CFA, Beacon, and identified math data.	8/2026 8/2026 – 5/2027	Performance Target: 100% of 3–5 teachers will use Beacon and CFA data to analyze student performance and plan differentiated small-group instruction during CCC meetings. Implementation (include person responsible): Beginning of the Year: • Instructional leaders and teams will use unit planning to determine CFA deadlines for CCC planning. • The building leadership team will meet to discuss expectations for use of CFA data in CCCs. Monthly data analysis in CCCs with teachers and admin: • Pull needed data for analysis • Focus on data-driven instruction to plan small group instruction • Include disaggregation, collaborative planning, and implementation • Use weekly CCC meetings to reinforce planning based on the results of data analysis

Artifacts:

- Grade level unit plans
- Weekly CCC meeting minutes

Progress Monitoring: Quarterly review of CCC meeting documentation, student data, and small-group instructional plans to determine implementation and impact.

10/2026

12/2026

3/2027

4/2027

Final Notes**Principal Signature****Assistant Superintendent**