

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: Nicholson Elementary

Monitoring Date: 1/12/26

GOAL #1
Literacy (K-2)

By the end of the 2025-2026 school year the percentage of 1st and 2nd grade students scoring prepared on the BEACON ELA assessment will increase from 46% on the spring 2025 administration to 52% on the spring 2026 administration.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
----------------	---	---

<p>Teachers will meet quarterly with the Instructional Specialist and administration to review and analyze pre and post quarterly data from common formative, Acadience and BEACON assessments to plan for instruction and intervention. This planning will also be ongoing during weekly CCC's.</p>	<p>Artifacts: Quarterly planning meeting schedule with Administration and Instructional Specialist. CCC data and meeting minutes. Data wall. Quarterly planning form developed by the Instructional Specialist.</p> <p>Artifact Summary: Teachers received a refresher on administering and analyzing data from BEACON. Teachers are effectively utilizing the 120-minute literacy block. During CCC's teachers developed groups and strategies for intervention.</p>	<p>Evidence: 34% of our 1-2 grade students are scoring in the prepared level on the winter administration of the BEACON assessment.</p> <p>Evidence Summary: Students are making progress towards end of the year goals as stated by the SSP.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
--	---	--

GOAL #2 Literacy (3-5)	By the end of the 2025-2026 school year the percentage of 3-5 students scoring prepared on the BEACON ELA assessment will increase from 26% on the spring 2025 administration to 32% on the spring 2026 administration.
---	---

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
-----------------------	---	---

<p>Teachers will meet quarterly with the Instructional Specialist and administration to review and analyze pre and post quarterly data from common formative assessments, Acadience and BEACON to plan for instruction and intervention. This planning will also be ongoing during weekly CCC's.</p>	<p>Artifacts: Quarterly planning meeting schedule with Administration and Instructional Specialist. CCC data and meeting minutes. Data wall. Quarterly planning form developed by the Instructional Specialist.</p> <p>Artifact Summary: Teachers received a refresher on administering and analyzing data from BEACON. Teachers are effectively utilizing the 120-minute literacy block. During CCC's teachers developed groups and strategies for intervention.</p>	<p>Evidence: 13% of our 3-5 grade students are scoring in the prepared level on the winter administration of the BEACON assessment.</p> <p>Evidence Summary: Students are making progress towards end of the year goals as stated by the SSP.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>



<u>Artifacts:</u>	<u>Evidence:</u>
<u>Artifact Summary:</u>	<u>Evidence Summary:</u>

GOAL #3 Math (K-2)	By the end of the 2025-2026 school year the percentage of Kindergarten, 1st and 2nd grade students scoring prepared on the BEACON Math assessment will increase from 39% on the spring 2025 administration to 45% on the spring 2026 administration.
-------------------------------------	--

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers will meet quarterly with the Instructional Specialist and administration to review and analyze pre and post quarterly data from common formative assessments and BEACON to plan for instruction and intervention. This planning will also be ongoing during weekly CCC's.	<p>Artifacts:</p> <p>Quarterly planning meeting schedule with Administration and Instructional Specialist.</p> <p>CCC data and meeting minutes.</p> <p>Quarterly planning form developed by the Instructional Specialist.</p> <p>Artifact Summary:</p> <p>Teachers are strengthening their understanding of Math strategies and how to plan effective instruction.</p>	<p>Evidence:</p> <p>20% of our 1-2 grade students are scoring in the prepared level on the winter administration of the BEACON assessment.</p> <p>Evidence Summary:</p> <p>Students are making progress towards end of the year goals as stated by the SSP.</p>

	<p><u>Artifacts:</u></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>
	<p><u>Artifacts:</u></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>

GOAL #4 Math (3-5)	By the end of the 2025-2026 school year the percentage of 3-5 students scoring prepared on the BEACON Math assessment will increase from 7% on the spring 2025 administration to 13% on the spring 2026 administration.
-------------------------------------	---

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers will meet quarterly with the Instructional Specialist and administration to review and analyze pre and post quarterly data from common formative assessments and BEACON to plan for instruction and intervention. This planning will also be ongoing during weekly CCC's.	<p><u>Artifacts:</u></p> Quarterly planning meeting schedule with Administration and Instructional Specialist. CCC data and meeting minutes. Quarterly planning form developed by the Instructional Specialist.	<p><u>Evidence:</u></p> 1% of our 3-5 grade students are scoring in the prepared level on the winter administration of the BEACON assessment.

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>

GOAL #5 School Selected	During the 2025-2026 school year grade level CCC teams K-5 will create and give common formative and common summative assessments in Math and ELA.
--	--

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
----------------	---	---

<p>Teachers in grades K-5 will meet monthly with their CCC and Instructional Specialist to create common formative and common summative assessments in ELA and Math.</p>	<p>Artifacts: Administration and Instructional Specialist. CCC data and meeting minutes. Quarterly planning form developed by the Instructional Specialist. Common formative assessments.</p> <p>Artifact Summary: Teachers are developing effective common formative assessments in ELA and math with their CCC.</p>	<p>Evidence: Minutes from CCC meetings including copies of assessments developed. Observation of assessment administration.</p> <p>Evidence Summary: Teachers are using analysis of common formative assessments to track student data, inform instruction and plan instructional strategies.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
--	---	--

Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
