

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: Baker Elementary**

**Monitoring Date: 1-14-2025**

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

By spring 2026, we will increase the percentage of K-2 students scoring at or above grade level on Amira from 19 percent to 25 percent.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Instructional staff will utilize county-adopted ELA resources (UFLI & Wonders) that align with new GA ELA standards.	<p><b>Artifacts:</b> Lesson plans, assessment plans, CCC Team minutes, classroom TKES observation notes.</p> <p><b>Artifact Summary:</b> Teachers have become more familiar with the Wonder's curriculum and the new Georgia ELA standards. Lesson plans and assessment plans are reviewed periodically by Baker's administrative team, which provides further evidence that teachers are utilizing new county-adopted resources with fidelity.</p>	<p><b>Evidence:</b> As of the most recent Amira assessment, our data shows that 69% of our K-2 students are reading at or above grade level.</p> <p><b>Evidence Summary:</b>          67% of our kindergarten students are reading at or above grade level          80% of our first-grade students are reading at or above grade level          60% of our second-grade students are reading at or above grade level.</p>

<p>Instructional staff will participate in professional learning designed around literacy (new ELA resources, standards, and use of decodable readers).</p>	<p><b><u>Artifacts:</u></b> Baker master calendar, Baker Bulletin, and Ed Camp agenda</p> <p><b><u>Artifact Summary:</u></b> The K-2 teachers have received 2 redelivery trainings from the county to support the new ELA resources, standards, and use of decodable readers. Additionally, on December 2, 2025 our teachers attended several Ed Camp sessions centered around topics they were interested in (2 of which were centered around ELA resources).</p>	<p><b><u>Evidence:</u></b> Professional learning agendas and sign-in sheets from county redelivery sessions, Ed Camp session schedules and attendance records (December 2, 2025), CCC agendas and minutes documenting literacy-focused professional learning</p> <p><b><u>Evidence Summary:</u></b> Evidence indicates that instructional staff actively participated in professional learning aligned to literacy priorities. K–2 teachers attended two county redelivery sessions focused on new ELA resources, updated standards, and the use of decodable readers. Additionally, staff participation in Ed Camp on December 2, 2025 included multiple literacy-focused sessions, demonstrating teacher engagement and choice in professional learning. Ongoing CCC documentation further supports that literacy strategies and resources introduced during professional learning are being discussed and planned for classroom implementation.</p>
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<b>GOAL #2</b> <b>Literacy (3-5)</b>	By Spring 2026, we will increase the percentage of 3-5 students scoring at the “Prepared” level on Beacon from 18 percent to 25 percent.
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
Instructional staff will utilize county-adopted ELA resources (Wonders) that align with new GA ELA standards.	<p><b>Artifacts:</b> Lesson plans, assessment plans, CCC Team Meeting Minutes, and TKES Observation notes</p> <p><b>Artifact Summary:</b> Teachers have become more familiar with the Wonder’s curriculum and the new Georgia ELA standards. Lesson plans and assessment plans are reviewed periodically by Baker’s administrative team, which provides further evidence that teachers are utilizing new county-adopted resources with fidelity.</p>	<p><b>Evidence:</b> 12% of third, fourth, and fifth-grade students performed at the “Prepared” performance level on the Winter 2025 ELA Beacon Assessment.</p> <p><b>Evidence Summary:</b> Baker’s third, fourth, and fifth-grade students are on target to meet our ELA Literacy Goal by the spring Beacon assessment testing window.</p>
Instructional staff will engage in targeted professional learning focused on advanced word study, morphology, and vocabulary development, aligned with the instructional practices outlined in the new Tier 1 resource, Wonders, and as outlined in the new ELA standards.	<p><b>Artifacts:</b> REAP Agenda, Lesson plans, CCC Team meeting minutes, and Assessment plans.</p> <p><b>Artifact Summary:</b> REAP (Reading is Essential for All People) will provide training with our 4<sup>th</sup> and 5<sup>th</sup>-grade ELA teachers, as well as our literacy lab teacher, in April 2026. The focus of this training will be centered on teaching advanced word study/morphology.</p>	<p><b>Evidence:</b> REAP professional learning agenda and training materials, sign-in sheets and attendance records from REAP training sessions, fourth and fifth grade ELA lesson plans reflecting advanced word study, morphology, and vocabulary instruction, CCC team meeting agendas and minutes documenting instructional planning and alignment, and assessment plans and formative assessments aligned to advanced word study and vocabulary standards</p> <p><b>Evidence Summary:</b> Evidence will demonstrate that instructional staff engaged in targeted professional learning focused on advanced word study, morphology, and vocabulary development. REAP training provided in April 2026 to 4<sup>th</sup> and 5<sup>th</sup>-grade ELA teachers and the literacy lab teacher supports alignment to the instructional practices outlined in the new Tier 1 resource,</p>

		<i>Wonders</i> , and the updated Georgia ELA standards. Lesson plans, CCC Team documentation, and assessment plans will reflect the intentional integration of morphology-based instruction and vocabulary development strategies into classroom practice.
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<b>GOAL #3</b> <b>Math (K-2)</b>	By Spring 2026, we will increase the percentage of 1 <sup>st</sup> and 2 <sup>nd</sup> grade students scoring at the “Prepared” level on Beacon from 31% to 38%.
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
K-2 teachers will utilize the Baker assessment checklist when designing their quarterly assessment plan.	<p><b><u>Artifacts:</u></b>          Quarterly assessment plan &amp; CCC Team meeting minutes</p> <p><b><u>Artifact Summary:</u></b>          Our K-2 teachers have created high-quality common assessments that are aligned to grade-level standards. The assistant principal and a teacher leader have reviewed each grade level’s assessment plan and individual assessments to provide feedback and to ensure they have followed each of the components in the school’s assessment plan checklist.</p>	<p><b><u>Evidence:</u></b>          25% of our 1<sup>st</sup> and 2nd-grade students were identified as “prepared” on the winter 2025 Beach Math assessment.</p> <p><b><u>Evidence Summary:</u></b>          31% of 1st-grade students scored at the “prepared” performance level, and 19% of 2nd-grade students scored at the “prepared” performance level. It is expected that our first-grade students exceed our goal, and 2nd-grade students will meet our goal by the next spring 2026 testing administration window.</p>
K-2 teachers will increase their utilization of math manipulatives in their weekly instruction as observed by lesson plans, assessment plans, and classroom observations.	<p><b><u>Artifacts:</u></b>          K–2 lesson plans documenting the use of math manipulatives, assessment plans, and formative assessments aligned to hands-on math instruction, classroom observation notes and walkthrough forms, CCC agendas and minutes focused on math instruction and manipulatives</p> <p><b><u>Artifact Summary:</u></b>          K–2 teachers are planning and implementing math lessons that intentionally integrate manipulatives to support conceptual understanding. Lesson plans and assessment plans reflect the use of concrete materials aligned to math standards, and PLC discussions support consistent</p>	<p><b><u>Evidence:</u></b> Lesson plans showing regular use of manipulatives in math instruction, classroom observations and walkthrough data confirming manipulative use during instruction, assessment plans, and student work samples demonstrating hands-on problem solving, CCC documentation addressing planning, reflection, and instructional adjustments.</p> <p><b><u>Evidence Summary:</u></b>          K–2 teachers have increased their utilization of math manipulatives during weekly instruction as observed in administrative walkthroughs and observations. Lesson plans also demonstrate intentional integration</p>

	implementation of hands-on instructional strategies across grade levels.	of hands-on manipulatives. This increased use of manipulatives supports student engagement and conceptual understanding of mathematical concepts.
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<b>GOAL #4</b> <b>Math (3-5)</b>	By Spring 2026, we will increase the percentage of 3rd-5th-grade students scoring at the “Prepared” level on Beacon from 2 percent to 10 percent.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
3 <sup>rd</sup> -5th-grade teachers will utilize the Baker assessment checklist when designing their quarterly assessment plan.	<p><b>Artifacts:</b> Quarterly assessment plan &amp; CCC Team meeting minutes</p> <p><b>Artifact Summary:</b>          Our 3rd-5th-grade teachers have created high-quality common assessments that are aligned to grade-level standards. The assistant principal and a teacher leader have reviewed each grade level’s assessment plan and individual assessments to provide feedback and to ensure they have followed each of the components in the school’s assessment plan checklist.</p>	<p><b>Evidence:</b> Currently, 2% of our 3<sup>rd</sup>, 4<sup>th</sup>, and 5th-grade students scored at the “prepared” level on the Beacon math assessment.</p> <p><b>Evidence Summary:</b>          1% of 3rd-grade students performed at the “prepared level on the Beacon math assessment.          3% of 4th-grade students performed at the “prepared” level on the Beacon math assessment.          1% of 5th-grade students performed at the “prepared” level on the Beacon math assessment.</p>

3<sup>rd</sup> – 5<sup>th</sup> grade teachers will increase their utilization of math manipulatives in their weekly instruction as observed by lesson plans, assessment plans, and classroom observations.

**Artifacts:**

3<sup>rd</sup> – 5<sup>th</sup> grade lesson plans documenting the use of math manipulatives, assessment plans, and formative assessments aligned to hands-on math instruction, classroom observation notes and walkthrough forms, CCC agendas and minutes focused on math instruction and manipulatives

**Artifact Summary:**

3<sup>rd</sup> -5th-grade teachers are planning and implementing math lessons that intentionally integrate manipulatives to support conceptual understanding. Lesson plans and assessment plans reflect the use of concrete materials aligned to math standards, and PLC discussions support consistent implementation of hands-on instructional strategies across grade levels. Furthermore, Baker has collaborated with the district's math coach to offer professional development for our 3rd, 4th, and 5th-grade teachers focused on the intentional integration of math manipulatives.

**Evidence:** Lesson plans showing regular use of manipulatives in math instruction, classroom observations and walkthrough data confirming manipulative use during instruction, assessment plans, and student work samples demonstrating hands-on problem solving, CCC documentation addressing planning, reflection, and instructional adjustments.

**Evidence Summary:**

3<sup>rd</sup> – 5th-grade teachers have increased their utilization of math manipulatives during weekly instruction as observed in administrative walkthroughs and observations. Lesson plans also demonstrate intentional integration of hands-on manipulatives. This increased use of manipulatives supports student engagement and conceptual understanding of mathematical concepts.



<b>GOAL #5</b> <b>School Selected</b>	By Spring 2026, Baker's overall student disciplinary offenses will decrease from 373 to 300 referrals.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers will utilize the updated Baker Discipline Process when making decisions regarding a response to behavior that violates the CCSD Code of Conduct.	<p><b>Artifacts:</b> PBIS tier 1 training, behavior expectations, and monthly summation reports</p> <p><b>Artifact Summary:</b> Our guiding coalition teachers attended three full-day trainings with the district's PBIS team during the 2025-2026 school year. During this time, we updated our school's behavioral expectations and are currently making plans to roll it out to staff for school-wide implementation.</p>	<p><b>Evidence:</b> At the mid-year, Baker has 165 student referrals.</p> <p><b>Evidence Summary:</b> At the mid-year mark, Baker's administration has received 165 student referrals, which is comparable to the 162 referrals noted at the same time last year. This indicates that our levels of student discipline have remained unchanged.</p>
Baker staff will participate in professional learning designed around de-escalation strategies.	<p><b>Artifacts:</b> CPI training sign-in sheets, Ed Camp Professional learning</p> <p><b>Artifact Summary:</b> Baker Elementary has 12 staff members with current Crisis Prevention Institute (CPI) training including the school's administration.</p>	<p><b>Evidence:</b> Baker staff members trained in CPI support students in de-escalation. Two staff members delivered professional learning to several others during Ed Camp.</p> <p><b>Evidence Summary:</b> Baker staff have participated in professional learning focused on de-escalation strategies to support student behavior and safety. Twelve staff members, including school administrators, maintain current CPI certification and actively apply de-escalation practices</p>

		<p>when supporting students. Additionally, staff trained in CPI shared their knowledge by facilitating professional learning sessions during Ed Camp, expanding staff capacity and promoting consistent use of de-escalation strategies across the school.</p>
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*Provide a rationale/reason as to why any action step was not implemented.*

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