

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: Davis Elementary

Monitoring Date: 1/15/2026

GOAL #1
Literacy (K-2)

During the 2025-26 school year, we will increase the percentage of students demonstrating reading proficiency in grades 1-2 from 95% to 97% as measured by the Beacon assessment.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the classroom data sheets and lesson plans.	<p>Artifacts: Classroom Data Sheet (which includes Beacon data)</p> <p>Artifact Summary: This classroom data sheet is designed to help teachers systematically collect, organize, and monitor student academic and support data across the school year. Its main purposes are to track student information, record assessment data from multiple sources, monitor growth over time by comparing baseline, mid-year, and ongoing performance, identify instructional needs and students who may require interventions, enrichment, or changes in support, support data-driven decision making for instruction, RTI meetings, IEP/504 reviews, and parent or team conferences, provide documentation for accountability, collaboration with support staff, and school/district requirements.</p> <p>In short, the sheet serves as a centralized snapshot of student performance and services to guide effective instruction and intervention planning throughout the year.</p>	<p>Evidence: The percentage of students who demonstrated high growth on the Beacon ELA assessment between the fall and winter administrations.</p> <p>Evidence Summary:</p> <p>1st- 49%</p> <p>2nd- 50%</p>

	<p>Artifacts: Lesson plans</p> <p>Artifact Summary: Lesson plans document the intentional implementation of the new Tier 1 ELA resources to strengthen core literacy instruction.</p>	<p>Evidence: Grade level lesson plans</p> <p>Evidence Summary: Collaborative grade-level lesson plans are consistently developed and implemented across classrooms.</p>
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GOAL #2 Literacy (3-5)	During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 60% (without 4th grade data) to 65% as measured by the End of Grade ELA Milestones.
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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
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<p>Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the classroom data sheets and lesson plans.</p>	<p>Artifacts: Classroom Data Sheet (which includes Beacon data)</p> <p>Artifact Summary: This classroom data sheet is designed to help teachers systematically collect, organize, and monitor student academic and support data across the school year. Its main purposes are to track student information, record assessment data from multiple sources, monitor growth over time by comparing baseline, mid-year, and ongoing performance, identify instructional needs and students who may require interventions, enrichment, or changes in support, support data-driven decision making for instruction, RTI meetings, IEP/504 reviews, and parent or team conferences, provide documentation for accountability, collaboration with support staff, and school/district requirements.</p> <p>In short, the sheet serves as a centralized snapshot of student performance and services to guide effective instruction and intervention planning throughout the year.</p>	<p>Evidence: The percentage of students who demonstrated high growth on the Beacon ELA assessment between the fall and winter administrations.</p> <p>Evidence Summary: 3rd-21% 4th-28% 5th -26%</p>
	<p>Artifacts: Lesson plans</p> <p>Artifact Summary: Lesson plans document the intentional implementation of the new Tier 1 ELA resources to strengthen core literacy instruction.</p>	<p>Evidence: Grade level lesson plans</p> <p>Evidence Summary: Collaborative grade-level lesson plans are consistently developed and implemented across classrooms.</p>

GOAL #3 Math (K-2)	<p>During the 2025-26 school year, we will increase the percentage of students demonstrating math proficiency in grades K-2 from 96% to 98% as measured by the Beacon assessment.</p>
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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
<p>Kindergarten through second grade teachers will collaborate quarterly within their grade-level teams to develop comprehensive assessment plans, design common formative assessments, and implement the Cobb data team cycle.</p>	<p>Artifacts: Assessment Plans</p> <p>Artifact Summary: Quarterly grade level plan that includes common assessments, standards, and pacing for the quarter.</p>	<p>Evidence: Quarterly grade level assessment plans</p> <p>Evidence Summary: Quarterly grade level assessment plans are consistently developed and implemented across classrooms.</p>
	<p>Artifacts: Documentation of the Data Team Cycle</p> <p>Artifact Summary: This document outlines the Cobb County School District Six-Step Data Teams Process, a structured framework used by grade-level to analyze student data and improve instruction. The purpose of the form is to guide teams through a collaborative, data-driven cycle of inquiry focused on student learning.</p>	<p>Evidence: Data team cycle documents</p> <p>Evidence Summary: Quarterly (at a minimum) grade level data team cycles are consistently implemented across classrooms.</p>

	<p><u>Artifacts:</u> CCC Agendas and Meeting Minutes</p> <p><u>Artifact Summary:</u> CCC agendas and meeting minutes structure, document, and support effective team collaboration focused on teaching and learning.</p>	<p><u>Evidence:</u> CCC agendas and meeting minutes</p> <p><u>Evidence Summary:</u> Weekly grade level agendas and minutes are consistently developed and implemented for CCC meetings.</p>
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GOAL #4 Math (3-5)	<p>During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 68% to 70% as measured by the Milestones assessment.</p>
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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
<p>Kindergarten through second grade teachers will collaborate quarterly within their grade-level teams to develop comprehensive assessment plans, design common formative assessments, and implement the Cobb data team cycle.</p>	<p>Artifacts: Assessment Plans</p> <p>Artifact Summary: Quarterly grade level plan that includes common assessments, standards, and pacing for the quarter.</p>	<p>Evidence: Quarterly grade level assessment plans</p> <p>Evidence Summary: Quarterly grade level assessment plans are consistently developed and implemented across classrooms.</p>
	<p>Artifacts: Documentation of the Data Team Cycle</p> <p>Artifact Summary: This document outlines the Cobb County School District Six-Step Data Teams Process, a structured framework used by grade-level to analyze student data and improve instruction. The purpose of the form is to guide teams through a collaborative, data-driven cycle of inquiry focused on student learning.</p>	<p>Evidence: Data team cycle documents</p> <p>Evidence Summary: Quarterly (at a minimum) grade level data team cycles are consistently implemented across classrooms.</p>

	<p>Artifacts: CCC Agendas and Meeting Minutes</p> <p>Artifact Summary: CCC agendas and meeting minutes structure, document, and support effective team collaboration focused on teaching and learning.</p>	<p>Evidence: CCC agendas and meeting minutes</p> <p>Evidence Summary: Weekly grade level agendas and minutes are consistently developed and implemented for CCC meetings.</p>
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GOAL #5 School Selected	<p>Throughout the 2025–2026 school year, we will work towards decreasing behavioral disruptions requiring administrative intervention by 10%, as documented in the Comprehensive Discipline Summary.</p>
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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
School administration and counselors will meet monthly to review discipline data trends to guide interventions.	<p>Artifacts: Monthly Summative Discipline Report</p> <p>Artifact Summary: The data sheet provides information on code of conduct violations for the month, disciplinary actions taken, and lists discipline violations by grade level.</p>	<p>Evidence: The number of students disciplined has decreased over the past 3 years.</p> <p>Evidence Summary: Number of students disciplined (August-December): 25-26: 76 24-25: 95 23-24: 88</p>

	<p><u>Artifacts:</u> Morning Meeting Presentations</p> <p><u>Artifact Summary:</u> Morning meeting presentations are created in Canva each week for teachers to utilize. The presentations align with our TIGER code of behavior to review behavior expectations in settings around the school (classroom, cafeteria, bathroom, hallway, specials).</p>	<p><u>Evidence:</u> Canva Slides</p> <p><u>Evidence Summary:</u> PowerPoint slides review the school-wide behavior expectations that align to the TIGER code of behavior (Teamwork, I listen carefully, Good manners, Everyone deserves respect, Responsibility).</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...