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: King Springs Elementary School

Monitoring Date: January 2026

GOAL #1 Literacy (K-2)	The percentage of students scoring prepared in 1st through 2nd grade will increase by 3% as measured by the 2025-26 Beacon from Fall to Winter and Winter to Spring.

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 targeted, small-group lessons using the new ELA resources and based on common assessment data daily to extend readers and increase rigor, as indicated by data collected by the districtwide ELA walkthrough form.	**Artifacts:** CCC Meeting Agendas in CCC Team Lesson Plans and Anecdotal Notes Assessment Plans and Common Assessment Examples Walk Through Observations from Administration **Artifact Summary:** Weekly CCC Meeting Agendas reflect ongoing discussions of best practices for utilizing Wonders resources to deliver effective small-group instruction. On Digital Learning Day, teachers participated in professional development that included observing model small-group lessons and reviewing instructional materials and manipulatives. Examples of small-group lesson plans, anecdotal notes, and assessment plans have been shared with administration and the guiding coalition, demonstrating increased fidelity and effectiveness in implementing ELA small-group instruction. District ELA walkthrough data revealed that during Quarter 1, fewer than 40% of teachers implemented small-group ELA lessons with fidelity. By Quarter 2, this increased to 80%, with over 60% of teachers observed using anecdotal notes. Moving into the second semester, the focus will remain on consistent implementation, planning for specific group needs, and maintaining the use of anecdotal notes.	**Evidence:** Beacon Assessment Data (Grades 1–2) from first and second administrations **Evidence Summary:** Beacon data indicates significant progress toward the goal. First grade exceeded expectations with an 8% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 39 points, and 87% of students demonstrated moderate or high growth adequacy Second grade exceeded expectations with a 7% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 35 points, and 74% of students demonstrated moderate or high growth adequacy.

	Artifacts:	Evidence:
	Artifact Summary:	**Evidence Summary:**
All teachers will follow mentor sentence protocol with fidelity on a weekly or bi-weekly basis as measured by a common assessment determined by each grade level.	**Artifacts:** CCC meeting agenda and minutes in CCC Team Common assessment data **Artifact Summary:** Based on the CCC notes, team reflections, common assessments and guiding coalition notes the students are making meaning of the grammar concepts while seeing it in text because of the use of mentor sentences. Although the students can identify capitalization, punctuation and other grammar rules they are not consistently applying the rules when writing independently.	**Evidence:** Beacon Assessment Data (Grades 1–2) from first and second administrations **Evidence Summary:** Beacon data indicates significant progress toward the goal. First grade exceeded expectations with an 8% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 39 points, and 87% of students demonstrated moderate or high growth adequacy Second grade exceeded expectations with a 7% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 35 points, and 74% of students demonstrated moderate or high growth adequacy.

GOAL #2 Literacy (3-5)	The percentage of students in third through fifth grade scoring level 3 will increase by 3% (38.3% to 41.3%) as measured by the 2025-26 ELA Milestones.

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 targeted, small-group lessons using the new ELA resources and based on common assessment data daily to extend readers and increase rigor, as indicated by data collected by the districtwide ELA walkthrough form. | **Artifacts:**
CCC Meeting Agendas in CCC Team
Lesson Plans and Anecdotal Notes
Assessment Plans and Common Assessment Examples
Walk Through Observations from Administration

Artifact Summary:
Weekly CCC Meeting Agendas reflect ongoing discussions of best practices for utilizing Wonders resources to deliver effective small-group instruction. On Digital Learning Day, teachers participated in professional development that included observing model small-group lessons and reviewing instructional materials and manipulatives.

Examples of small-group lesson plans, anecdotal notes, and assessment plans have been shared with administration and the guiding coalition, demonstrating increased fidelity and effectiveness in implementing ELA small-group instruction.

District ELA walkthrough data revealed that during Quarter 1, fewer than 40% of teachers implemented small-group ELA lessons with fidelity. By Quarter 2, this increased to 80%, with over 60% of teachers observed using anecdotal notes. Moving into the second semester, the focus will remain on consistent implementation, planning for specific group needs, and maintaining the use of anecdotal notes. | **Evidence:**
Beacon Assessment Data (Grades 3-5) from first and second administrations

Evidence Summary:
Beacon data indicates significant progress toward the goal. Third grade exceeded expectations with a 4% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 16 points, and 79% of students demonstrated moderate or high growth adequacy

Fourth grade exceeded expectations with a 7% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 30 points, and 83% of students demonstrated moderate or high growth adequacy.

Fifth grade exceeded expectations with a 5% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 25 points, and 80% of students demonstrated moderate or high growth adequacy. |

| All teachers will follow mentor sentence protocol with fidelity on a weekly or bi-weekly basis as measured by a common assessment determined by each grade level. | **Artifacts:**
CCC meeting agenda and minutes in CCC Team
Common assessment data

Artifact Summary:
Based on the CCC notes, team reflections, common assessments and guiding coalition notes the students are making meaning of the grammar concepts while seeing it in text because of the use of mentor sentences. Although the students can identify capitalization, punctuation and other grammar rules they are not consistently applying the rules when writing independently. | **Evidence:**
Beacon Assessment Data (Grades 3-5) from first and second administrations

Evidence Summary:
Beacon data indicates significant progress toward the goal. Third grade exceeded expectations with a 4% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 16 points, and 79% of students demonstrated moderate or high growth adequacy

Fourth grade exceeded expectations with a 7% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 30 points, and 83% of students demonstrated moderate or high growth adequacy.

Fifth grade exceeded expectations with a 5% increase from the first to second administration of the Beacon Assessment. The average scale score grew by approximately 25 points, and 80% of students demonstrated moderate or high growth adequacy. |
| | **Artifacts:**

Artifact Summary: | **Evidence:**

Evidence Summary: |

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GOAL #3 Math (K-2)	The percent of K–2 students scoring near target to prepared in numerical reasoning will increase by 3% (1st: near target is 47% and prepared is 45%, 2nd: near target is 39% and prepared is 44%) as measured by the 2025–2026 BEACON assessment and common assessments in Kindergarten.

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 targeted, small-group lessons based on common assessment data daily to extend and increase rigor, as indicated by data collected by the Walkthrough data.	**Artifacts:** CCC Meeting Agendas in CCC Team Lesson Plans and Anecdotal Notes Assessment Plans and Common Assessment Examples Walk Through Observations from Administration **Artifact Summary:** Weekly CCC agendas document ongoing collaboration focused on best practices for leveraging Math Core resources to strengthen small-group instruction. During Digital Learning Day, teachers engaged in professional development that included observing model math lessons and exploring effective use of instructional tools and manipulatives. Sample lesson plans, anecdotal notes, and assessment plans have been shared with school leadership and the guiding coalition, reflecting steady improvement in the fidelity and quality of small-group math instruction. Next Steps: In the second semester, we will continue to refine small-group instruction by ensuring lesson plans are aligned to specific student needs, increasing the use of formative assessment data to guide instruction, and monitoring implementation through walkthroughs and collaborative planning sessions. Teachers will focus on differentiation strategies and the effective use of manipulatives to deepen conceptual understanding.	**Evidence:** Beacon Assessment Data (Grades K-2) from first and second administrations, specifically in Numerical Reasoning **Evidence Summary:** Analysis of Beacon data indicates measurable progress toward the numerical reasoning goal, though the target was not fully met. First Grade: *Near Support* decreased from 32% to 8% *Near Target* remained steady at 61% *Prepared* increased significantly from 7% to 31% Second Grade: *Near Support* decreased from 35% to 17% *Near Target* increased slightly from 49% to 51% *Prepared* grew from 17% to 31% These results reflect positive movement toward readiness, with notable gains in the "Prepared" category for both grades. Continued emphasis on differentiated small-group instruction and targeted interventions will be essential to meet end-of-year goals.

	Artifacts:	**Evidence:**
	Artifact Summary:	**Evidence Summary:**
	Artifacts:	**Evidence:**
	Artifact Summary:	**Evidence Summary:**

GOAL #4 Math (3-5)	The percentage of students in third through fifth grade scoring level 3 will increase by 3% (39.6% to 42.6%) as measured by the 2025-26 Math Milestones.

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 targeted, small-group lessons based on common assessment data daily to extend and increase rigor, as indicated by data collected by the Walkthrough data.	**Artifacts:** CCC Meeting Agendas in CCC Team Lesson Plans and Anecdotal Notes Assessment Plans and Common Assessment Examples Walk Through Observations from Administration **Artifact Summary:** Weekly CCC agendas document ongoing collaboration focused on best practices for leveraging Math Core resources to strengthen small-group instruction. During Digital Learning Day, teachers engaged in professional development that included observing model math lessons and exploring effective use of instructional tools and manipulatives. Sample lesson plans, anecdotal notes, and assessment plans have been shared with school leadership and the guiding coalition, reflecting steady improvement in the fidelity and quality of small-group math instruction. Next Steps: In the second semester, we will continue to refine small-group instruction by ensuring lesson plans are aligned to specific student needs, increasing the use of formative assessment data to guide instruction, and monitoring implementation through walkthroughs and collaborative planning sessions. Teachers will focus on differentiation strategies and the effective use of manipulatives to deepen conceptual understanding.	**Evidence:** Beacon Assessment Data (Grades 3-5) from first and second administrations, specifically in Numerical Reasoning **Evidence Summary:** Beacon assessment data for Grades 3–5 shows incremental progress in numerical reasoning, though growth in the "Prepared" category remains minimal. This pattern is consistent with district-wide performance, indicating a broader challenge in achieving mastery at higher grade levels. Third Grade: *Near Support* decreased from 26% to 19% *Near Target* increased from 73% to 80% *Prepared* remained constant at 1% Fourth Grade: *Near Support* decreased from 35% to 17% *Near Target* increased slightly from 49% to 51% *Prepared* increased from 2% to 4% Fifth Grade: *Near Support* decreased from 62% to41% *Near Target* increased slightly from 36% to 56% *Prepared* remained constant at 2% While these results demonstrate movement toward readiness, gains in the "Prepared" category were negligible. To accelerate progress, the next phase will prioritize differentiated small-group instruction, targeted interventions for students near target, and strategic use of formative assessment data to inform instructional decisions.

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	Artifacts:	Evidence:
	Artifact Summary:	Evidence Summary:
	Artifacts:	Evidence:
	Artifact Summary:	Evidence Summary:

GOAL #5 School Selected	The percentage of special education students in grades 3rd-5th scoring a level 1 on the ELA portion of the 2025-2026 Milestone will decrease from 45.43 to 40.34.

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

Special education and general education teachers will collaborate weekly to review and adjust instruction to include explicit steps to improve specific skills during specialize instruction, as indicated by progress monitoring data.	**Artifacts:** CCC Meeting Agendas in CCC Team Lesson Plans and Anecdotal Notes Assessment Plans and Common Assessment Examples Walk Through Observations from Administration Special Education roster on professional development on specialized instruction. **Artifact Summary:** IRR teachers actively participate in all CCC meetings, contributing to discussions on assessments and lesson planning for students with disabilities. Wonders resources have been utilized to provide leveled differentiation and assessment support. Administrative walkthroughs include IRR teachers, reinforcing expectations for consistent small-group instruction. Additionally, the Student Support Administrator (SSA) has supported this goal through targeted professional development sessions focused on specialized instructional strategies.	**Evidence:** Beacon ELA Assessment Data (Grades 1–5 from first and second administrations **Evidence Summary:** Special education students demonstrated overall improvement in ELA performance, reflected by increases in average scale scores across all grade levels and a reduction in the percentage of students in the "Needs Support" category. 1st Grade- Average Score increased from 457 to 496 (9% increase) *Needs Support*-38% to 6% *Meets Target*-63% to69% *Prepared*-0% to 25% 2nd Grade- Average Score increased from 462 to 495 (9% increase) *Needs Support*-59% to 47% *Meets Target*-29% to 35% *Prepared*- 12% to18% 3rd Grade- Average Score increased from 363 to 386 (6% increase) *Needs Support*-26% to 17% *Meets Target*-71% to 79% *Prepared*-constant at 3% 4th Grade- Average Score increased from 401 to 422 (5% increase) *Needs Support*-37% to 17% *Meets Target*-57% to 77% *Prepared*- constant at 7% 5th Grade- Average Score increased from 462 to 495 (4% increase)

		Needs Support-33% to 26%
		Meets Target-52% to 50%
		Prepared- 15% to18%
		While all grade levels showed growth in scale scores and reductions in the "Needs Support" category, gains in the "Prepared" category were limited, particularly in Grades 3–5. Fifth grade demonstrated the least overall growth in ELA performance. Additional analysis will be conducted to identify root causes and inform targeted interventions for these students.

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

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc…
	All actions steps implemented	