

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: Mount Bethel

Monitoring Date: January 15, 2026

GOAL #1
Literacy (K-2)

By the end of the 25-26 school year, 80% of kindergarten through 2nd grade students will reach the at or above benchmark performance level as measured by the EOY Acadience 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 districtwide ELA walkthrough form.	<p>Artifacts:</p> <ul style="list-style-type: none"> - Districtwide ELA walkthrough forms (Aug–Jan) - Weekly lesson plans showing Wonders whole-group instruction - Daily literacy block schedules - CCC agendas/minutes documenting implementation look-fors <p>Artifact Summary:</p> <p>Walkthroughs and planning artifacts show consistent daily use of Wonders for Tier 1 instruction across K–2 and alignment to the new ELA standards.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Acadience BOY→MOY benchmark % (K, 1, 2) - Acadience progress monitoring trend for students below benchmark - Walkthrough trend notes (e.g., explicit phonics, reading routines, student engagement) <p>Evidence Summary:</p> <p>As of midyear, K–2 teams are monitoring Acadience MOY performance and progress monitoring data to ensure students are on track toward the 80% EOY benchmark goal.</p> <p><i>Acadience MOY data collection is occurring in January and will be used to update benchmark and progress monitoring trends once finalized.</i></p>

Teachers will provide small-group reading instruction based on student assessment data three times per week.

Artifacts:

- Small-group lesson plans / rotation schedules (3x per week)
- Flexible grouping charts updated from assessment data
- CCC notes reflecting group changes and targeted skills (UFLI/REAP)
- Student work samples / running records (as applicable)

Artifact Summary:

Classroom schedules and CCC documentation show structured, flexible small-group instruction occurring at least three times per week, with groups adjusted based on current data.

Evidence:

- Acadience progress monitoring (weekly/biweekly) for students below benchmark
- Skill/mastery checks aligned to phonics/decoding and comprehension targets

Evidence Summary:

Progress monitoring and formative checks indicate whether targeted small-group instruction is accelerating growth for students below benchmark.

Acadience MOY data collection is occurring in January and will be used to update benchmark and progress monitoring trends once finalized.

GOAL #2 Literacy (3-5)	By the end of the 2025–2026 school year, the percentage of students in grades 3–5 scoring Distinguished on the Georgia Milestones ELA EOG will increase by at least 3 percentage points compared to 2024–2025.		
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 districtwide ELA walkthrough form.	<p>Artifacts:</p> <ul style="list-style-type: none"> - Districtwide ELA walkthrough forms (Aug–Jan) - Weekly lesson plans showing Wonders whole-group instruction - CCC agendas/minutes documenting standards focus and instructional adjustments <p>Artifact Summary:</p> <p>Artifacts show consistent implementation of Tier 1 Wonders instruction in grades 3–5 and collaborative planning around grade-level standards and text complexity.</p>	<p>Evidence:</p> <p>3rd MOY BEACON ELA: 73% projected Levels 3–4 (↑ from 67% BOY)</p> <p>4th MOY BEACON ELA: 83% projected Levels 3–4 (maintained from BOY)</p> <p>5th MOY BEACON ELA: 79% projected Levels 3–4 (↑ from 77% BOY)</p> <p>Lexile Growth (Fall → Winter):</p> <p>Grade 3 median +46L /Grade 4 median +60L Grade 5 median +17L</p> <p>Evidence Summary: Midyear BEACON results indicate positive literacy growth across Grades 3–5. Grades 3 and 4 show early progress toward the Distinguished performance target, while Grade 5 data are informing targeted instructional adjustments for the second semester.</p>	
Teachers will provide small-group reading instruction at least three times per week based on formative and diagnostic data.	<p>Artifacts:</p> <ul style="list-style-type: none"> - Small-group reading lesson plans / rotations (3x per week) - Diagnostic/formative data trackers used for grouping - CCC minutes - Intervention (EIP/RTI blocks) <p>Artifact Summary: <i>Grade-level teams are implementing data-driven small-group instruction at least three times per week and documenting adjustments based on diagnostic and formative results.</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> - BEACON growth trends (BOY→MOY) - Progress monitoring for targeted students (EIP/RTI) <p>Evidence Summary:</p> <p>BEACON BOY→MOY data indicate growth CCC documentation reflects instructional adjustments based on BEACON performance trends</p>	

GOAL #3 Math (K-2)	By the end of the 25-26 school year, 65% of kindergarten through 2nd grade students will reach the prepared performance level as measured by the EOY Math 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 provide small-group math instruction based on student performance and need, at least three times each week.	<p>Artifacts:</p> <ul style="list-style-type: none"> - Small-group math lesson plans / rotations (3x per week) - Flexible grouping charts based on BEACON and classroom assessments - CCC agendas/minutes documenting math data discussions <p>Artifact Summary:</p> <p>Artifacts indicate regular small-group math instruction at least three times each week, with flexible grouping driven by student performance data.</p>	<p>Evidence: – Grade 1 Math BEACON: BOY to MOY growth observed across all four math domains, with notable increases in Numerical Reasoning and Patterning & Algebraic Reasoning</p> <p>– Grade 2 Math BEACON: BOY to MOY growth observed across all four math domains, with strongest gains in Numerical Reasoning and Measurement & Data Reasoning</p> <p>Evidence Summary:</p> <p>Midyear Math BEACON data indicate consistent growth from BOY to MOY across Grades 1 and 2 in all math domains. These trends suggest that Tier 1 instruction and targeted small-group math supports are positively impacting student learning and are supporting progress toward the end-of-year goal of 65% prepared.</p>	
Teachers will collaboratively analyze student performance data in CCCs and adjust small-group instruction accordingly during each unit.	<p>Artifacts:</p> <ul style="list-style-type: none"> - CCC notes - Common tasks / formative checks used during each unit <p>Artifact Summary:</p> <p>CCC documentation shows teams analyzing student work and formative results</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Trends in unit mastery / common task performance - Math BEACON growth trends by domain <p>Evidence Summary:</p> <p>Data conversations are leading to timely instructional changes, with teams monitoring whether reteach and regrouping improve student mastery on subsequent checks.</p>	

GOAL #4 Math (3-5)	By the end of the 2025–2026 school year, the percentage of students in grades 3–5 scoring Distinguished on the Georgia Milestones Math EOG will increase by at least 3 percentage points compared to 2024–2025.	
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers will provide small-group math instruction based on student performance and need, at least three times per week.	<p>Artifacts:</p> <ul style="list-style-type: none"> - Small-group math lesson plans / rotations (3x per week) - Flexible grouping documentation based on formative/CFA results - CCC minutes reflecting reteach plans and intervention groupings <p>Artifact Summary:</p> <p>Teams are implementing regular small-group math instruction in grades 3–5, using formative evidence to group students and plan reteaching and enrichment.</p>	<p>Evidence:</p> <p>3rd MOY Math BEACON: Levels 3–4 increased from 67% (BOY) to 73% (MOY)</p> <p>4th MOY Math BEACON: Levels 3–4 maintained strong performance from BOY to MOY</p> <p>5th MOY Math BEACON: Increase in Level 3 performance from BOY to MOY-Level 4 (Distinguished) percentage is being closely monitored</p> <p>Evidence Summary:</p> <p>Midyear BEACON math data indicate growth in Grade 3, with Grades 4 and 5 closely monitored to ensure continued progress toward the end-of-year Distinguished performance goal.</p>
Teachers will collaboratively develop and use standards-aligned common formative assessments in math through CTLS Assess.	<p>Artifacts:</p> <ul style="list-style-type: none"> - CTLS Assess: CFA items/assessments created by grade-level teams - CFA administration dates (quarterly) - CCC minutes showing item analysis and instructional response <p>Artifact Summary:</p> <p>Grade-level teams are building and using standards-aligned CFAs in CTLS and documenting analysis and next steps during CCC meetings.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - CTLS evidence with reports - Teams turning Assessment Plans <p>Evidence Summary:</p> <ul style="list-style-type: none"> -Grade-level teams created and administered math CFAs in CTLS during first semester units -CFA analysis in CCCs is being used to identify priority standards for reteaching and targeted small-group instruction

GOAL #5 School Selected	By the end of the 2025–2026 school year, all 1st through 5th-grade teams will collaboratively create, administer, and analyze one standards-aligned common formative assessment per quarter on the CTLS platform. Kindergarten teams will begin this process in quarters 3 and 4.		
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals	
Teachers will collaboratively develop one standards-aligned common formative assessment in CTLS each quarter (starting with Q3 for Kindergarten).	<p>Artifacts:</p> <ul style="list-style-type: none"> - CTLS assessment calendar and/or grade-level CFA plan - CCC agendas/minutes documenting collaborative creation <p>Artifact Summary:</p> <p>Artifacts show grade-level teams collaborating to develop standards-aligned CFAs in CTLS, with a shared schedule and evidence of common assessment design.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - CTLS records showing CFAs created and administered by quarter - Teams turning in Assessment Plans <p>Evidence Summary:</p> <p>At midyear, the school is tracking completion of the CFA cycle (create→administer→analyze) as a leading indicator toward full implementation by EOY.</p>	
Teachers will analyze CFA results in CCCs and use data to adjust instruction and plan small-group interventions.	<p>Artifacts:</p> <ul style="list-style-type: none"> - CCC minutes - Reteach/intervention plans - Small-group plans <p>Artifact Summary:</p> <p>CCC documentation shows teams analyzing CFA data</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Change in mastery from initial CFA to follow-up checks - % of students receiving targeted support based on CFA results <p>Evidence Summary:</p> <p>Teams are using CFA results to drive instructional responses and monitor whether reteaching and small-group interventions improve mastery of priority standards.</p>	

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

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
Goal #5	Kindergarten CFA development (Q1–Q2)	Not applicable at midyear: Kindergarten teams begin CFA development/administration in Q3 per SSP (start date Jan 6, 2026).