

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:

Nickajack Elementary

Monitoring Date:

January 9, 2026

GOAL #1
Literacy (K-2)

NES will increase the percentage of First and Second grade students scoring in the Prepared range from 22% to 52% in the Constructing Texts category on the Beacon assessment from the Fall 2025 administration to the Spring 2026 administration during the 2025-2026 school year.

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 Wonders resources daily as indicated by data collected with the districtwide ELA walkthrough form.	<p>Artifacts: Beacon Assessment – Fall and Winter Administrations – Data Reporting Sheet</p> <p>Artifact Summary: Various Beacon reports were analyzed after the winter administration to determine students' performance in the Prepared range in the Constructing Texts category. This information was entered into a data spreadsheet.</p>	<p>Evidence: Fall and Winter Administration of the Beacon Assessment</p> <p>Evidence Summary: First Grade increased the number of students in the Prepared Range in Constructing Texts on the Beacon Assessment from Fall to Winter from 20% to 37.8%</p> <p>Second Grade increased the number of students in the Prepared Range in Constructing Texts on the Beacon Assessment from Fall to Winter from 24% to 33.8%</p>

	<p><u>Artifacts:</u> Small-group plans</p> <p><u>Artifact Summary:</u> Small group plans are lessons teachers will conduct with students based on their Tier level. Teachers discuss in weekly CCC meetings what to do for students at Tiers 1 and 2.</p>	<p><u>Evidence:</u> Implementation of small group instruction</p> <p><u>Evidence Summary:</u> After completing the first round of TKES, 87% of teachers scored in Level III or Level IV in differentiation. Small group instruction was the key factor for this standard.</p> <p>An Ed Camp was led by teacher leaders that provided teachers with best practices and specific strategies for effective planning and instruction with small groups.</p>
	<p><u>Artifacts:</u> i-Ready</p> <p><u>Artifact Summary:</u> Bi-monthly data checks on students' progress. Usage, alerts and the pass rate of lessons are monitored weekly to determine next steps.</p>	<p><u>Evidence:</u> Mid-year i-Ready Diagnostic Assessment</p> <p><u>Evidence Summary:</u> This data will be reported on January 30th</p>

GOAL #2 Literacy (3-5)	NES will decrease the percentage of 3rd, 4th and 5th grade students scoring Level 1 by 10% in the Writing and Language domain on the Georgia Milestones Assessment from the 2025 administration to the 2026 administration.
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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
<i>Teachers will implement the new Tier 1 ELA Wonders resources daily as indicated by data collected with the districtwide ELA walkthrough form.</i>	<p>Artifacts: Beacon Assessment – Fall and Winter Administrations – Data Reporting Sheet</p> <p>Artifact Summary: Various Beacon reports were analyzed after the winter administration to determine students' performance in the Prepared range in the Constructing Texts category. This information was entered into a data spreadsheet.</p>	<p>Evidence: Fall and Winter Administration of the Beacon Assessment</p> <p>Evidence Summary:</p> <p>Third Grade decreased the number of students in the Support Needed Range in Constructing Texts on the Beacon Assessment from Fall to Winter from 8.7% to 7.2%.</p> <p>Fourth Grade decreased the number of students in the Support Needed Range in Constructing Texts on the Beacon Assessment from Fall to Winter from 16.2% to 12.1%.</p> <p>Fifth Grade decreased the number of students in the Support Needed Range in Constructing Texts on the Beacon Assessment from Fall to Winter from 27% to 21.3%.</p>

	<p><u>Artifacts:</u> Small-group plans</p> <p><u>Artifact Summary:</u> Small group plans are lessons teachers will conduct with students based on their Tier level. Teachers discuss in weekly CCC meetings what to do for students at Tiers 1 and 2.</p>	<p><u>Evidence:</u> Implementation of small group instruction</p> <p><u>Evidence Summary:</u> After completing the first round of TKES, 87% of teachers scored in Level III or Level IV in differentiation. Small group instruction was the key factor for this standard.</p> <p>An Ed Camp was led by teacher leaders that provided teachers with best practices and specific strategies for effective planning and instruction with small groups.</p>
	<p><u>Artifacts:</u> i-Ready</p> <p><u>Artifact Summary:</u> Bi-monthly data checks on students' progress. Usage, alerts and the pass rate of lessons are monitored weekly to determine next steps.</p>	<p><u>Evidence:</u> Mid-year i-Ready Diagnostic Assessment</p> <p><u>Evidence Summary:</u> This data will be reported on January 30th</p>

<p>GOAL #3 Math (K-2)</p> <p>(Kindergarten will only take the universal screener in January. No growth comparison will be available)</p>	<p>NES will increase the percentage of Kindergarten, First and Second grade students scoring in the Prepared range in the Numerical Reasoning category on the Beacon assessment from the Fall 2025, 7.65%, to the Spring 2026 administration, 40%, during the 2025-2026 school year.</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
<i>K-2 Teachers will provide interventions during daily small-group instruction in numerical reasoning using manipulatives measured through formal and informal observations and lesson plans.</i>	<p><u>Artifacts:</u> Beacon Assessment</p> <p><u>Artifact Summary:</u> The Beacon assessment is a diagnostic tool aligned with state standards to monitor student growth, inform instruction, and support strategic goals.</p>	<p><u>Evidence:</u> Fall and Winter Administration of the Beacon Assessment</p> <p><u>Evidence Summary:</u> First Grade increased the number of students in the Prepared Range in Numerical Reasoning on the Beacon Assessment from Fall to Winter from 4.5% to 26%.</p> <p>Second Grade increased the number of students in the Prepared Range in Numerical Reasoning on the Beacon Assessment from Fall to Winter from 10.8% to 24.1%.</p>
	<p><u>Artifacts:</u> Small-group plans</p> <p><u>Artifact Summary:</u> Small group plans are lessons teachers will conduct with students based on their Tier level. Teachers discuss in weekly CCC meetings what to do for students at Tiers 1 and 2.</p>	<p><u>Evidence:</u> Implementation of small group instruction</p> <p><u>Evidence Summary:</u> After completing the first round of TKES, 87% of teachers scored in Level III or Level IV in differentiation. Small group instruction was the key factor for this standard.</p> <p>An Ed Camp was led by teacher leaders that provided teachers with best practices and specific strategies for effective planning and instruction with small groups.</p>

	<p><u>Artifacts:</u> i-Ready</p> <p><u>Artifact Summary:</u> Bi-monthly data checks on students' progress. Usage, alerts and the pass rate of lessons are monitored weekly to determine next steps.</p>	<p><u>Evidence:</u> Mid-year i-Ready Diagnostic Assessment</p> <p><u>Evidence Summary:</u> This data will be reported on January 30th</p>
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GOAL #4 Math (3-5)	NES will decrease the percentage of 3rd, 4th and 5th grade students scoring Level 1 by 10% in the Numerical Reasoning domain on the Georgia Milestones Assessment from the 2025 administration to the 2026 administration.
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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><u>Artifacts:</u> Beacon</p> <p><u>Artifact Summary:</u> Grade 3-5 students began the year with 1% in the Prepared Range. At the mid-year point, 2.5% of students in grades 3-5 are in the Prepared Range.</p>	<p><u>Evidence:</u> Fall and Winter Administration of the Beacon Assessment</p> <p><u>Evidence Summary:</u> Third Grade decreased the number of students in the Support Needed Range in Numerical Reasoning on the Beacon Assessment from Fall to Winter from 20.2% to 19.1%.</p> <p>Fourth Grade decreased the number of students in the Support Needed Range in Numerical Reasoning on the Beacon Assessment from Fall to Winter from 51.4% to 37.7%.</p> <p>Fifth Grade decreased the number of students in the Support Needed Range in Numerical Reasoning on the Beacon Assessment from Fall to Winter from 65.2% to 45.8%.</p>
	<p><u>Artifacts:</u> Small-group plans</p> <p><u>Artifact Summary:</u> Small group plans are lessons teachers will conduct with students based on their Tier level. Teachers discuss in weekly CCC meetings what to do for students at Tiers 1 and 2.</p>	<p><u>Evidence:</u> Implementation of small group instruction</p> <p><u>Evidence Summary:</u> After completing the first round of TKES, 87% of teachers scored in Level III or Level IV in differentiation. Small group instruction was the key factor for this standard.</p> <p>An Ed Camp was led by teacher leaders that provided teachers with best practices and specific strategies for effective planning and instruction with small groups.</p>

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

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