

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: Murdock Elementary

Monitoring Date: January 15, 2026

GOAL #1
Literacy (K-2)

The percent of K-2 students scoring 'prepared' will increase from 61% to at least 66% as measure by the Spring administration of Beacon.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
K-2 nd grade teachers will implement the new Tier 1 ELA resources during their daily, uninterrupted literacy blocks.	<p>Artifacts:</p> <ul style="list-style-type: none"> • Schedule • Beacon + Amira Reports: Class and Individual Student Progression Report • CCC Minutes • Common formative/summative assessments • Collab day minutes • Grade level pacing/assessment guides <p>Artifact Summary: Effective year 1 implementation of new ELA resources to be used during the literacy block is critical to academic success and meeting this target. The frameworks and assessments have driven team collaboration since pre-planning, and been guided by the district, administration, and teacher leaders. CCC and collab day agendas and minutes inform the progress each team has made toward this action step and goal. Additionally, assessment data informs student progress and helps gauge implementation. </p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Administrative instructional observations • Response to Intervention data • Grade Level Common Formative and Summative Assessments. (Beacon and Amira) <p>Evidence Summary: K-2 Beacon <ul style="list-style-type: none"> • Near Target 28.2% • Prepared 62.4% • Support Needed 9.4% Amira <ul style="list-style-type: none"> • Administration in progress </p>

GOAL #2 Literacy (3-5)	The percent of students with disabilities in 3 rd - 5 th grade scoring in levels 2-4 will increase from 67% to 72% as measure by the Spring EOG.
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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
3rd-5th grade teachers will differentiate instruction with digital and print ELA resources in the daily uninterrupted literacy block as measure by walkthrough forms.	<p>Artifacts:</p> <ul style="list-style-type: none"> • Schedule • IEP progress reports • Weekly CCC minutes • Vertical IRR meeting minutes • Grade-level CFAs • iReady Reports <p>Artifact Summary: Effective year 1 implementation of new ELA resources to be used during the literacy block is critical to academic success and meeting this target. The frameworks and assessments have driven team collaboration since pre-planning, and been guided by the district, administration, and teacher leaders. CCC, IRR CCC, and collab day agendas and minutes inform the progress each team has made toward this action step and goal. Additionally, assessment data, as evidenced in IEP progress reports, informs student progress and helps gauge implementation.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Administrative instructional observations • Response to Intervention data • Grade Level Common Formative and Summative Assessments. (Beacon) • iReady Diagnostic Growth <p>Evidence Summary:</p> <ul style="list-style-type: none"> • Percent in Beacon Prepared/Near Target: 74.6% • 76% of 3-5 SWD have a mid-year scale score that projects them to perform at levels 2-4 on the milestones according to winter Beacon scale score ranges. • iReady diagnostic growth data will be analyzed upon completion.

GOAL #3 Math (K-2)	The percent of K-2 students scoring 'Prepared' will increase from 65% to 70% as measured by the Spring administration of Beacon.
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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
K-2 Teachers will implement high leverage instructional practices during daily instruction as indicated by walk-through data.	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly CCC minutes • Student goal setting documents • Beacon Reports • Administrative Instructional Walkthroughs <p>Artifact Summary: Evidenced by administrative walkthroughs, K-2 teachers are implementing high leverage instructional practices that align with GSE and district pacing. Through CCC work, teachers structure accessible learning progressions based on common formative and summative assessments. Teachers implement goal setting with individual students based on Beacon results with each administration to provide students with an understanding of their continued growth.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Administrative instructional walkthroughs • Staff Meeting PL • Student goal setting documents <p>Evidence Summary:</p> <ul style="list-style-type: none"> • 77% of 1st and 2nd Grade students are scoring in the mid-year scale score range or above on the Winter Beacon Administration. • Prepared + Near Target = 92%

GOAL #4 Math (3-5)	The percent of 3-5 students scoring 'Distinguished' in Math will increase from 46% to 50% as measured by the Spring EOG
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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
3-5 Teachers will implement flexible grouping daily as indicated by assessment and intervention plans.	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly CCC minutes • Student goal setting documents • Beacon Reports • Administrative Instructional Walkthroughs • CFA/CSA Data • Compacting/Intervention Groupings • ALP provided lessons <p>Artifact Summary:</p> <p>Evidenced by administrative walkthroughs, 3-5 teachers are implementing high leverage instructional practices that align with GSE and district pacing, as well as ALP provided lessons for classroom use. Through CCC work, teachers structure accessible learning progressions based on common formative and summative assessments to group students for enrichment and compacting purposes. Teachers implement goal setting with individual students based on Beacon results with each administration to provide students with an understanding of their continued growth.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • CFA/CSA • Administrative instructional walkthroughs • Mid-Year Staff Data Review • Student goal setting documents <p>Evidence Summary:</p> <ul style="list-style-type: none"> • 34% of 3-5th grade students are projected to score in the "distinguished" performance level on Milestones as measured by the Winter Beacon administration. • 41% of 3-5th grade students are projected to score in the "proficient" performance level on Milestones as measured by the Winter Beacon administration.

GOAL #5 School Selected	The student climate survey score will increase by 5%, from 71-76, indicating that more students will respond with "always" or "often" to the questions.
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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
All Murdock staff members will promote a positive learning environment through the implementation of tier 1 behavior management strategies as measured by participation in district and local professional learning.	<p>Artifacts:</p> <ul style="list-style-type: none"> • CCC and GC agendas and minutes • CTLS Messages • District and Local PL schedules and agendas • REAL Mustang Matrices <p>Artifact Summary: The importance of a positive and engaged classroom environment can be a platform for academic success. Elements of this goal are consistently present in our practices. The hope is that, not only will it help us meet this particular goal, but there will be benefits to our academic goals as well. We have tried to weave the highest value strategies from the Tier 1 list into all we do.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Discipline Data • Climate Survey (Jan/Feb '26) • Parent Feedback (PAC/ Coffee + Conversations/PTA/Foundation) • Walkthrough forms • TKES walk-through data: quantitative and qualitative <p>Evidence Summary: All forms of evidence in this standard point toward movement in the right direction. TKES feedback has qualitatively yielded promising results in positive acknowledgement and classroom conversation and engagement. Walkthrough forms show a clear increase in the best examples and a clear reduction in areas for growth.</p>