

*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: Addison Elementary School

Addison Elementary

Monitoring Date: 2026-2027

7/15/26, 8/6/26

GOAL #1
Literacy (K-2)

During the 2026-2027 school year, we will increase the percentage of students demonstrating literacy proficiency in grades 1-2 from 18% in March 2026 to 21% as measured by students scoring in the “prepared” level of the March 2027 Beacon assessment.

Action Step(s)

Start Date

What is the desired outcome of the action step?
How will the action step be implemented?
What artifacts will be used to show implementation?
What evidence will be used to progress monitor the outcome?

K-2 teachers will implement all UFLI phonics components in their daily literacy blocks to increase students’ literacy proficiency as evidenced by walkthrough data.

Performance Target:
 100% of our classroom teachers will implement the UFLI resources for phonics and foundational writing skills.

Implementation (include person responsible):

- Leadership team will set expectations for daily implementation of the UFLI resources and the lesson components.
- Teachers will collaborate on the phonics resources, specifically pacing guides and daily schedules.
- Administration will provide professional learning to support the implementation of UFLI.
- Grade-level teams will collaborate weekly to discuss common pacing and materials.
- Grade-level teams will review data from common assessments inside their CCCs.
- Each grade-level team will be scheduled for ½ day collaboration, focusing on data, planning, and resources.

Artifacts:

- Classroom daily schedules
- Lesson plans
- Common assessment plan

		• Common assessments data- Wonders, Beacon, Amira • CCC Meeting Minutes • Walkthrough data
		Progress Monitoring: <u>Beacon “Prepared” Level based on Lexile</u> • Baseline: • Mid-year: • End of year:

GOAL #2 Literacy (3-5)	During the 2026-27 school year, we will increase the percentage of students in grades 3-5 scoring in the prepared performance level from 29% in March 2026 to 32% as measured by the March 2027 Beacon administration.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Grades 3–5 teachers will implement evidence-based writing strategies daily during the literacy block to strengthen students' literacy proficiency, as evidenced by classroom walkthrough data.		Performance Target: 100% of our classroom teachers will implement evidence-based writing strategies.
		Implementation (include person responsible): • Leadership team will set expectations for daily writing instruction. • Classroom teachers will discuss year two success markers and revised ELA resource and pacing guides on CTLS. • Administration will provide professional learning opportunities. • Teachers will collaborate weekly using Wonders writing resources and pacing guides. • Grade-level teams will review data from common assessments inside their CCCs. • Each grade-level team will be scheduled for ½ day collaboration, focusing on data, planning, and resources.

	Artifacts: • Lesson plans • Pacing guides • Common assessment plan • Common assessments data- Wonders, Beacon, Amira • CCC Meeting Minutes • Walkthrough data Progress Monitoring: <u>Beacon "Prepared" Level based on Lexile</u> • Baseline: • Mid-year: • End of year:
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GOAL #3 Math (K-2)	During the 2026-27 school year, we will increase the percentage of students demonstrating math proficiency in grades 1-2 from 18.7% in March 2026 to 22% as measured by students scoring in the "prepared" level of the March 2027 Beacon assessment.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
K–5 teachers will implement a mathematics goal-setting process during each assessment cycle to empower students to analyze their performance, set growth goals, monitor their progress, and identify next steps toward mastery, as evidenced by classroom walkthrough data and artifacts.		Performance Target: 100% of our classroom teachers will implement goal-setting practices to build math proficiency.
		Implementation (include person responsible): • Leadership team will set expectations for the implementation of goal-setting practices. • Administration will provide professional learning opportunities throughout the year focused on student goal-setting practices. • CCC will create age-appropriate goal-setting tools and practices to be implemented in the classroom. • CCC will regularly discuss student data, growth, and the use of goal-setting tools. • Administration will conduct quarterly walkthroughs.

	Artifacts: - Professional Learning materials - Goal-setting tools/practices - Individual goal sheets/tracking - CCC Meeting Minutes - Walkthrough data Progress Monitoring: <u>Beacon “Prepared” Level based on Quantile</u> - Baseline: - Mid-year: - End of year:
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GOAL #4 Math (3-5)	During the 2026-2027 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 66.8% to 70% as measured by the End of Grade Math assessment.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
K–5 teachers will implement a mathematics goal-setting process during each assessment cycle to empower students to analyze their performance, set growth goals, monitor their progress, and identify next steps toward mastery, as evidenced by classroom walkthrough data and artifacts.		Performance Target: 100% of our classroom teachers will implement goal-setting practices to build math proficiency. Implementation (include person responsible): - Leadership team will set expectations for the implementation of goal-setting practices. - Administration will provide professional learning opportunities throughout the year focused on student goal-setting practices. - CCC will create age-appropriate goal-setting tools and practices to be implemented in the classroom. - CCC will regularly discuss student data, growth, and the use of goal-setting tools. - Administration will conduct quarterly walkthroughs.

	Artifacts: - Professional Learning materials - Goal-setting tools/practices - Individual goal sheets/tracking - CCC Meeting Minutes - Walkthrough data Progress Monitoring: <u>Beacon “Prepared” Level based on Quantile</u> - Baseline: - Mid-year: - End of year:
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GOAL #5 School Selected	
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
		Performance Target: Implementation (<i>include person responsible</i>): Artifacts:

Progress Monitoring:

Final Notes

Principal Signature

Chris Moll

Assistant Superintendent