

<i>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.</i>		
School Name: Tritt Elementary School		Monitoring Date: 2026 - 2027
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 TBD% to 75% as measured by students scoring in the “prepared” level of the 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 UFLI progress monitoring to increase students’ literacy proficiency during instruction as indicated by walk through data.		Performance Target: 1–2 students will demonstrate measurable growth in foundational literacy skills as evidenced by UFLI progress monitoring data, with at least 80% of students meeting or exceeding expected growth benchmarks aligned to their instructional starting point.
		Implementation (include person responsible): - Teachers will implement UFLI progress monitoring on a consistent schedule to guide instruction and track student growth in phonics and decoding skills. 1–2 teams will administer UFLI progress monitoring checks at defined intervals and use results to group students, adjust pacing, and plan targeted interventions. - Grade level CCCs will review UFLI data regularly to identify skill trends, monitor student response to instruction, and determine next instructional steps. - Leaders will support teachers through modeling, data conversations, and calibration of progress monitoring expectations to ensure consistency across classrooms. - Teachers will document instructional adjustments based on UFLI data and align small group instruction for identified skill gaps.
		Artifacts: - UFLI progress monitoring records for individual students - Grade level data trackers showing trends over time - CCC agendas and minutes documenting data discussions and instructional planning - Small group instructional plans aligned to UFLI skill deficits - Intervention logs or progress notes for students receiving additional support - Instructional walkthrough notes aligned to UFLI implementation
		Progress Monitoring: <u>Beacon “Prepared” Level based on Lexile</u> - Baseline: 1st grade: 21.1% 2nd grade: 43.9% - Mid-year: TBD - End of year:

GOAL #2 Literacy (3-5)	During the 2026-2027 school year, we will increase the percentage of students demonstrating literacy proficiency in grades 3-5 from TBD% to 90% as measured by students scoring in the “prepared” level of the 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?
3-5 teachers will implement the progress monitoring (Wonders PMAs) to increase students’ literacy proficiency during instruction as indicated by walk through data.		Performance Target: 3–5 students will demonstrate measurable growth in literacy proficiency as evidenced by Wonders Progress Monitoring Assessment (PMA) data, with at least 80% of students meeting or exceeding expected growth targets based on their baseline performance levels.
		Implementation (include person responsible): - Teachers in grades 3–5 will administer Wonders Progress Monitoring Assessments at consistent intervals to monitor student growth in reading comprehension, vocabulary, and foundational literacy skills. - Instruction will be adjusted based on PMA results, with teachers using data to inform whole group instruction, targeted small groups, and individualized intervention plans. - Grade level CCCs will meet regularly to analyze PMA data, identify trends in student performance, and determine instructional next steps aligned to priority standards. - Teachers will use assessment data to flexibly regroup students and provide targeted support for students below benchmark, while extending learning for students above benchmark. - Leaders will support data interpretation, ensure consistency in administration, and facilitate calibration of scoring and instructional responses.
		Artifacts: - Wonders PMA data reports for all assessment windows - CCC agendas and minutes focused on PMA data analysis - Small group instructional plans aligned for identified skill needs - Intervention/enrichment documentation based on PMA results - Walkthrough observations tied to data use - Standards alignment documents connecting instruction to assessed skills
		Progress Monitoring: <u>Beacon “Prepared” Level based on Lexile</u> - Baseline: 3rd Grade: 20.7% 4th Grade: 30.8% 5th Grade: 34.8% - Mid-year: - End of year:

GOAL #3 Math (K-2)	During the 2026 2027 school year, we will increase the percentage of students demonstrating math proficiency in grades 1-2 from TBD to 75% as measured by students scoring in the “prepared” level of the 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?
1–2 teachers will implement vertically aligned number sense routines through the CPA (Concrete, Pictorial, Abstract) framework to increase students’ mathematical reasoning, conceptual understanding, and problem-solving proficiency during instruction as indicated by formative assessment and benchmark data.		Performance Target: 1–2 students will demonstrate measurable growth in number sense, mathematical reasoning, and problem-solving proficiency as evidenced by formative assessment and grade-level benchmark data, with at least 80% of students meeting or exceeding expected growth targets aligned to grade-level standards through the CPA (Concrete, Pictorial, Abstract) framework.
		Implementation (include person responsible): - Teachers will implement weekly structured number sense routines including number talks, fluency tasks, and hands-on problem-solving experiences that intentionally spiral prior learning and strengthen mathematical reasoning. - Instruction will follow a CPA progression, ensuring students move from concrete manipulatives to pictorial representations and finally to abstract thinking to build deep conceptual understanding. 1–2 teams will collaborate to ensure vertical alignment of number sense routines so skills are consistently developed and reinforced across grade levels. - Teachers will use formative assessment data to group students flexibly, adjust instruction, and provide targeted support during math blocks and intervention time. - Grade level CCCs will regularly review student work, fluency data, and formative assessment results to refine instructional practices and ensure alignment to priority standards. - Leaders will support implementation through modeling number talks, co-planning, and providing feedback on mathematical discourse and CPA integration.
		Artifacts: - Weekly lesson plans documenting number sense routines and CPA integration - Student work samples showing CPA progression (concrete, pictorial, abstract) - Formative assessment data trackers and fluency checks - CCC agendas and minutes focused on math instruction and student data - Intervention and enrichment group plans based on math data - Classroom walkthrough observation notes tied to number sense routines - Vertical alignment documents across K–2 math standards and skills
		Progress Monitoring: <u>Beacon “Prepared” Level based on Quantile</u> - Baseline: 1st Grade: 1.8% 2nd Grade: 13.8% - Mid-year:

- End of year:

GOAL #4 Math (3-5)	During the 2026 - 2027 school year, we will increase the percentage of students demonstrating math proficiency in grades 3-5 from TBD to 90% as measured by students scoring in the “prepared” level of the 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?	
Teachers will implement weekly error analysis routines to strengthen students' mathematical reasoning, problem-solving, and comprehension of word problems during instruction as indicated by formative assessment and benchmark data.		Performance Target: Students in grades 3–5 will demonstrate measurable growth in mathematical reasoning, problem-solving, and word-problem comprehension as evidenced by formative assessment and grade-level benchmark data, with at least 80% of students meeting or exceeding expected growth targets and demonstrating increased accuracy in applying mathematical concepts and strategies.	
		Implementation (include person responsible): • Teachers in grades 3–5 will implement weekly error analysis routines that engage students in examining and discussing common misconceptions, incorrect solution strategies, and mathematical reasoning related to word problems. • Students will regularly justify their thinking, identify errors, evaluate multiple solution methods, and explain how mathematical concepts are applied within real-world problem-solving contexts. • Teachers will use error analysis findings to inform instruction, reteach misconceptions, and provide targeted support through small-group instruction and intervention. • Grade-level CCCs will collaboratively analyze student work samples and assessment data to identify trends in misconceptions and develop aligned instructional responses. • Leaders will support implementation through lesson planning, modeling, classroom observations, and feedback focused on reasoning and mathematical communication.	
		Artifacts: • Weekly error analysis tasks and lesson plans • Student work samples demonstrating identification and correction of errors • Written student explanations and mathematical reasoning responses • Formative assessment data and benchmark assessment results • CCC agendas and minutes documenting analysis of student misconceptions and instructional planning • Small-group intervention and enrichment plans based on identified needs • Anchor charts, exemplars, or classroom resources used during error analysis instruction • Classroom walkthrough notes and coaching feedback related to mathematical discourse and reasoning • Data trackers monitoring student growth in problem-solving and word problem performance	
		Progress Monitoring: <u>Beacon “Prepared” Level based on Quantile</u> • Baseline: ○ 3rd Grade: 1.7%	

- ☐ 4th Grade: 13.8%
- ☐ 5th Grade: 15.9%
- Mid-year:
- End of year:

Final Notes**Principal Signature****Assistant Superintendent**