

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: Timber Ridge Elementary

Monitoring Date: 1.14.26

GOAL #1
Literacy (K-2)

On the Spring administration of the BEACON ELA Assessment, 90% of students in grades 1 & 2 will score in the “Near Target” or “Prepared” range. 90% of students will score at the “Demonstrating” level on the GKIDS ELA domains by EOY.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Kindergarten - Second Grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by providing explicit instruction of 3-5 grade-level appropriate words per week. Identified words will be collected at the start of each quarter.	<p>Artifacts: Vocabulary Lesson Plans</p> <p>Artifact Summary: Collected and reviewed</p>	<p>Evidence: BEACON ELA Scores TKES Observations GKIDS Scores</p> <p>Evidence Summary:</p> <ul style="list-style-type: none"> All ELA teachers have received TKES feedback on a vocabulary/Wonders lesson Winter Beacon: 91% of students scored Near Target (26%) or Prepared (74%) GKIDS – In Progress

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>

GOAL #2
Literacy (3-5)

On the Georgia Milestones ELA Assessment, 90% of students in grades 3-5 will score in the “Near Target” or “Prepared” range.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Third - Fifth Grade teachers will implement consistent vocabulary instruction to improve reading comprehension and fluency by providing explicit instruction of 3-5 grade-level appropriate words per week. Identified words will be collected at the start of each quarter.	<u>Artifacts:</u> Vocabulary Lesson Plans <u>Artifact Summary:</u> Collected and reviewed	<u>Evidence:</u> BEACON ELA Scores TKES Observations <u>Evidence Summary:</u> <ul style="list-style-type: none"> Winter Beacon: 98% of students scored Near Target (64%) or Prepared (36%) All ELA teachers have received TKES feedback on a vocabulary/Wonders lesson
	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
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GOAL #3 Math (K-2)	On the Spring administration of the BEACON Math Assessment, 90% of students in grades K-2 will score in the “Near Target” or “Prepared” range
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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
Kindergarten - Second Grade teachers will implement one error analysis problem (DOK 3) weekly warm-up to increase students’ ability to solve and analyze performance tasks for deeper understanding and application. Warm-up activities will be submitted to administration at the start of each quarter and monitored through TKES Observations.	<u>Artifacts:</u> Weekly Warm-up Lesson Plans <u>Artifact Summary:</u> Collected and reviewed	<u>Evidence:</u> BEACON Math Scores TKES Observations <u>Evidence Summary:</u> <ul style="list-style-type: none"> Winter Beacon: 100% of students scored Near Target (48%) or Prepared (52%) All Math teachers will receive feedback on error analysis during Spring Formatives

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>

GOAL #4 Math (3-5)	On the Georgia Milestones ELA Assessment, 90% of students in grades 3-5 will score in the “Proficient” or “Distinguished” range.
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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
Third - Fifth grade teachers will implement one error analysis problem (DOK 3) weekly warm-up to increase students’ ability to solve and analyze performance tasks for deeper understanding and application. Warm-up activities will be submitted to administration at the start of each quarter and monitored through TKES observations	<p><u>Artifacts:</u> Weekly Warm-up Lesson Plans</p> <p><u>Artifact Summary:</u> Collected and reviewed</p>	<p><u>Evidence:</u> BEACON Math Scores TKES Observations</p> <p><u>Evidence Summary:</u></p> <ul style="list-style-type: none"> Winter Beacon: 70% of students are projected to score at Level 3 (35%) or Level 4 (65%) All Math teachers will receive feedback on error analysis during Spring Formatives
	<p><u>Artifacts:</u></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
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GOAL #5 School Selected	Grade level CCC teams will create ELA and Math unit assessment plans.	
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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
<p>All grade level CCCs will collaborate to create ELA and Math Unit Assessment plans.</p> <p>One ELA and Math Assessment plan will be collected quarterly.</p> <p>Each CCC will submit one CFA per quarter in which connected standards or learning targets are printed next to each question on the assessment.</p>	<p><u>Artifacts:</u> ELA and Math Assessment Plans CCC Team Minutes Assessment PL Agenda</p> <p><u>Artifact Summary:</u> Collected and reviewed</p>	<p><u>Evidence:</u> Administrative review of and feedback on:</p> <ul style="list-style-type: none"> Assessment Plans to be submitted quarterly Required CFA with standards/learning targets submitted quarterly <p><u>Evidence Summary:</u> Collected and reviewed</p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>

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

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