

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 with the SSP.

School Name:

Lewis Elementary

Monitoring Date:

8/2025 – 12/2025

**GOAL #1
Literacy (K-2)**

The percentage of kindergarten students performing at or above benchmark in early literacy, as measured by the AMIRA Screener, will increase from 43% to 50%

The percentage of 1st–2nd grade students scoring at or above grade level in interpreting and constructing meaning from texts will increase from 47% to 51% as measured by the 2025–2026 Georgia BEACON Assessment.

Action Step(s)
**Summary of Artifacts Indicating Implementation
(See SSP)**
**Data Summary of Evidence Indicating Impact
(See SSP) Include progress toward goals**

<p>K–2 teachers will provide daily Tier 1 ELA instruction, monitored through the districtwide walkthrough form. Weekly CCCs will be used to review AMIRA and Common Formative Assessment data and plan targeted small-group interventions in phonics, fluency, and comprehension.</p>	<p>Artifacts: Artifacts will include ELA walkthrough forms, CCC notes, lesson plans aligned to Tier 1 instruction and small-group interventions, Common Formative Assessment data, and student work samples.</p> <p>Artifact Summary: Weekly (CCC) meeting agendas reflect consistent data review and instructional planning focused on student needs. ELA walkthrough forms provided positive feedback on the implementation of Tier 1 instruction. Lesson plans were aligned with district-adopted Tier 1 ELA resources and included targeted small-group interventions. Additional evidence of implementation included student work samples and Common Formative Assessment data, demonstrating alignment between instruction and assessed standards.</p>	<p>Evidence: K–2 teachers implemented Tier 1 instruction with fidelity, using CCCs to plan and adjust small-group instruction.</p> <p>Evidence Summary: During the first half of the year, K–2 teachers consistently provided Tier 1 ELA instruction. Weekly CCCs were used to review AMIRA and CFA data to identify student needs and plan small-group interventions in phonics, fluency, and comprehension.</p> <p>Winter Beacon results indicate that 1st–2nd grade students demonstrated stronger performance in interpreting texts than in constructing meaning from them, based on results from the Georgia BEACON Assessment. The average score for Interpreting Texts was 509.97, while the average for Constructing Texts was 499.18. This indicates that while students are generally able to understand and interpret text, they face slightly more difficulty when asked to construct meaning independently.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
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GOAL #2 Literacy (3-5)	The percentage of 3rd–5th grade students scoring at the Proficient or Distinguished Learner levels in English Language Arts will increase from 50% to 53% as measured by the 2025–2026 Georgia Milestones EOG Assessment.
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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>3rd–5th-grade teachers will implement the Tier 1 ELA resources daily as indicated by data collected using the districtwide ELA walkthrough form. Once a week, teachers will provide students with extended-response writing tasks using grade-level anchor texts and paired selections aligned with Georgia Milestones expectations. Student responses will be scored using standards-based rubrics and discussed during weekly CCCs to inform adjustments to writing instruction.</p>	<p>Artifacts:</p> <p>ELA walkthrough forms reflecting Tier 1 instruction practices</p> <p>Lesson plans referencing district-approved Tier 1 resources and writing tasks</p> <p>Weekly extended-response writing samples scored with standards-based rubrics</p> <p>CCC documentation showing analysis of student writing and instructional adjustments</p> <p>Common Formative Assessment data</p> <p>Artifact Summary:</p> <p>ELA walkthroughs confirmed consistent use of Tier 1 instructional practices, supported by lesson plans and writing tasks aligned to district resources. Weekly extended-response writing samples were scored with standards-based rubrics and analyzed during CCCs to inform instructional adjustments. Common Formative Assessment data further guided planning and student support.</p>	<p>Evidence:</p> <p>Teachers used CCCs to review student writing and guide instructional decisions based on performance.</p> <p>Evidence Summary:</p> <p>Winter BEACON ELA data for grades 3–5 shows positive movement toward higher performance levels, with more students progressing beyond the Beginning and Developing bands. Lexile results also indicate strong midyear reading growth, supporting progress toward the goal of increasing ELA proficiency from 50 to 53 percent on the Georgia Milestones Assessment.</p>
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	<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 #3 Math (K-2)	<p>The percentage of kindergarten students scoring at or above benchmark in Addition & Subtraction will increase from 47% to 51% as measured by the 2025–2026 GKIDS 2.0 Assessment.</p> <p>The percentage of 1st–2nd grade students scoring at or above grade level in Patterning and Algebraic Reasoning will increase from 44% to 48% as measured by the 2025–2026 Georgia BEACON Assessment.</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
<p>All kindergarten teachers will implement daily, small-group math instruction focused on foundational addition and subtraction skills, using manipulatives and visual models. Groupings and instructional strategies will be adjusted based on ongoing formative assessment data and reviewed during weekly CCCs.</p> <p>All first and second-grade classroom teachers will provide weekly hands-on math activities focused on pattern recognition, rule-based reasoning, and relational thinking using manipulatives, visual models, and structured math talk. These activities will be embedded during core math instruction and reviewed during grade-level weekly CCCs to adjust instruction based on student understanding.</p>	<p>Artifacts:</p> <p>Hands-on math lesson plans</p> <p>Student work samples</p> <p>CCC meeting notes</p> <p>Artifact Summary:</p> <p>Hands-on math lesson plans demonstrated intentional integration of manipulatives and conceptual learning strategies. Student work samples reflected engagement with foundational math skills. CCC meeting notes documented collaborative planning and instructional adjustments based on student data.</p>	<p>Evidence:</p> <p>K–2 teachers used manipulatives and math talk strategies to build conceptual understanding.</p> <p>Evidence Summary:</p> <p>Kindergarten teachers implemented daily small-group instruction on addition and subtraction, while 1st–2nd grade teachers embedded weekly hands-on tasks to address patterning and algebraic reasoning.</p> <p>Winter BEACON results indicate 77.53% of 1st–2nd grade students scored at or near grade level in Patterning and Algebraic Reasoning, as measured by the Georgia BEACON Assessment. Of these, 20.79% were fully on grade level ("Prepared"), while 56.74% were close ("Near Target"). This exceeds the target of 48% for combined performance, though only about one in five students are currently meeting grade-level expectations under the stricter "Prepared" criterion</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

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GOAL #4 Math (3-5)	The percentage of 3rd–5th grade students scoring at the Proficient or Distinguished Learner levels in Mathematics will increase from 57% to 60%, as measured by the 2025–2026 Georgia Milestones EOG Assessment.
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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>3rd–5th-grade teachers will conduct weekly small-group instruction focused on Georgia Math Standards in problem-solving and computation, using common formative assessment data to guide groupings. Teachers will administer weekly Milestones-aligned performance tasks and review results during weekly CCCs to reteach concepts and adjust instructional pacing.</p>	<p>Artifacts:</p> <p>Small-group lesson plans CFA data and Milestones-aligned performance tasks CCC meeting notes</p> <p>Artifact Summary: Small-group lesson plans illustrated targeted instruction aligned to math standards. Common Formative Assessment data and Milestones-aligned performance tasks provided evidence of ongoing monitoring of student progress. CCC meeting notes captured instructional planning and adjustments based on assessment results.</p>	<p>Evidence Summary: Based on BEACON results, grades 3–5, 81.1 percent of students demonstrated moderate or high growth in math from fall to winter, with average scores increasing by 31.8 points—from 390.4 to 422.2. Additionally, 78.2 percent of students are now performing at or near target, with 1.2 percent reaching the highest performance level. These results reflect strong academic growth in mathematics during the first half of the school year.</p>
	<p>Artifacts:</p> <p>Artifact Summary:</p>	<p>Evidence:</p> <p>Evidence Summary:</p>

	<u>Artifacts:</u> <u>Artifact Summary:</u>	<u>Evidence:</u> <u>Evidence Summary:</u>
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GOAL #5 School Selected	
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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></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>
	<p><u>Artifacts:</u></p> <p><u>Artifact Summary:</u></p>	<p><u>Evidence:</u></p> <p><u>Evidence Summary:</u></p>

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

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