

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:**

East Side Elementary

**Monitoring Date:**

January 2026

<b>GOAL #1</b> <b>Literacy (K-2)</b>	<b>During the 2025-2026 school year, we will increase our 1<sup>st</sup>-2<sup>nd</sup> grade ELA Achievement Scores from 69% scoring as Prepared on the End of Year Beacon Assessment (spring 2025) to 72% scoring as Prepared on the End of Year Beacon Assessment (spring 2026).</b>		
<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>	
1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers will implement i-Ready to use as an intervention tool for students who are identified as having characteristics of dyslexia or at risk for reading, weekly, as indicated by I-Ready assessment and data.	<p><b><u>Artifacts:</u></b>          CCC meeting minutes          Grade level data sheets          Reading Instructional Support Personnel training presentations</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show that students who have qualified for i-Ready intervention are receiving both the small group teacher led intervention lessons, as well as the online intervention lessons.</p>	<p><b><u>Evidence:</u></b>          39 1<sup>st</sup> &amp; 2<sup>nd</sup> grade students are accessing i-Ready intervention for ELA. They are receiving this intervention in computer-based lessons, teacher led small groups and taking the diagnostic assessment three times a year.</p> <p><b><u>Evidence Summary:</u></b>          Baseline diagnostic data shows:          1<sup>st</sup> grade- 15 students scoring 1 grade level below overall.          2<sup>nd</sup> grade- 21 students scoring 1 grade level below overall.          2<sup>nd</sup> grade- 3 students scoring 2 grade levels below overall</p> <p>Mid-year diagnostic data will be added after the mid-year administration late January/early February.</p>	

K, 1<sup>st</sup>, and 2<sup>nd</sup> grade teachers will analyze the new ELA Standards and implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.

**Artifacts:**

CCC meeting minutes  
Grade level collaborative planning  
Reading Instructional Support Personnel training presentations  
Daily Schedules  
Classroom walkthroughs and observations  
Districtwide ELA walkthrough form

**Artifact Summary:**

Artifacts listed above show that teachers are analyzing the new ELA standards and implementing them in their daily instruction.

**Evidence:**

36% of the 1<sup>st</sup> & 2<sup>nd</sup> grade students scored Prepared on the ELA Beacon beginning of the year administration.

61% of 1<sup>st</sup> & 2<sup>nd</sup> grade students scored Prepared on the ELA Beacon winter administration.

**Evidence Summary:**

Data listed above shows that students are making progress and growth in their ELA skills from the beginning of the year Beacon to the mid-year Beacon.

<b>GOAL #2</b> <b>Literacy (3-5)</b>	During the 2025-2026 school year, we will increase our 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade ELA Achievement Scores from 74.6% of students scoring a Level 3/4 on 2025 Spring EOG Milestones to 77% of students scoring Level 3/4 on 2026 Spring EOG Milestones.	
<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation</b> <b>(See SSP)</b>	<b>Data Summary of Evidence Indicating Impact</b> <b>(See SSP) Include progress toward goals</b>
3 <sup>rd</sup> - 5 <sup>th</sup> grade teachers will implement i-Ready to use as an intervention tool (print and online) for students who have qualified for Early Intervention Program (EIP) weekly, as indicated by i-Ready assessment and data.	<p><b><u>Artifacts:</u></b>          CCC meeting minutes          Grade level data sheets          Reading Instructional Support Personnel training presentations</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show that students who have qualified for i-Ready intervention are receiving both the small group teacher led intervention lessons, as well as the online intervention lessons.</p>	<p><b><u>Evidence:</u></b>          64 3<sup>rd</sup>-5<sup>th</sup> grade students are accessing i-Ready intervention for ELA. They are receiving this intervention in computer-based lessons, teacher led small groups and taking the diagnostic assessment three times a year.</p> <p><b><u>Evidence Summary:</u></b>          Baseline diagnostic data shows:          Out of the 64 students accessing i-Ready interventions.          29 scored 1 grade level below overall          10 scored 2 grade levels below overall          11 scored 3 grade levels below overall          11 scored Early on grade level          3 scored Mid or above grade level</p> <p>Mid-year diagnostic data will be added after the mid-year administration late January/early February.</p>
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade teachers will analyze the new ELA Standards and implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	<p><b><u>Artifacts:</u></b>          CCC meeting minutes          Grade level collaborative planning          Reading Instructional Support Personnel training presentations          Daily Schedules          Classroom walkthroughs and observations          Districtwide ELA walkthrough form.</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show that teachers are analyzing the new ELA standards and implementing them in their daily instruction.</p>	<p><b><u>Evidence:</u></b>          28% of the 3<sup>rd</sup>-5<sup>th</sup> grade students scored Prepared on the ELA Beacon beginning of the year administration.</p> <p>37% of 3<sup>rd</sup>-5<sup>th</sup> grade students scored Prepared on the ELA Beacon winter administration.</p> <p>Although the Beacon assessment does not provide a EOG predictor score this year, due to standard scoring occurring summer of 2026, the Beacon winter administration provided the following data:          50% of students in grades 3, 4, 5 scored in the 3<sup>rd</sup> and/or 4<sup>th</sup> Quartile for Reading Lexile Score.</p>

		<b><u>Evidence Summary:</u></b> Data listed above shows that students are making profess and growth in their ELA skills from the beginning of the year Beacon to the mid-year Beacon.
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<b>GOAL #3</b> <b>Math (K-2)</b>	During the 2025-2026 school year, we will increase our K-2 <sup>nd</sup> grade MATH Achievement Scores from 52% scoring as Prepared on the End of Year Beacon Assessment (spring 2025) to 55% scoring as Prepared on the End of Year Beacon Assessment (spring 2026).	
<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
K, 1 <sup>st</sup> , 2 <sup>nd</sup> grade level CCC teams will collaboratively develop and implement quarterly Math Assessment Plans following the county provided expectations and guidelines, as measured by the Assessment Plans submitted.	<b><u>Artifacts:</u></b> CCC meeting minutes Common Math Unit Plans Math Common assessments Instructional Support Specialist training presentations Daily schedules Lesson plans Classroom walkthroughs and observations  <b><u>Artifact Summary:</u></b> Artifacts listed above show that teachers are collaboratively planning, creating, and utilizing quarterly Math Assessment Plans consistently as a grade level CCC team.	<b><u>Evidence:</u></b> 23% of 1 <sup>st</sup> & 2 <sup>nd</sup> grade students scored Prepared on the Math Beacon beginning of the year administration.  45% of 1 <sup>st</sup> & 2 <sup>nd</sup> grade students scored Prepared on the Math Beacon winter administration.  <b><u>Evidence Summary:</u></b> Data listed above shows that students are making profess and growth in their math skills from the beginning of the year Beacon to the mid-year Beacon.
A representative from each grade level (K-5) will serve on a Math Vertical Alignment committee, meeting monthly, creating consistency within our school as it relates to the Math workshop time frame and components, as measured by committee meeting minutes, and classroom walkthroughs and observations.	<b><u>Artifacts:</u></b> Math Vertical Alignment Committee meeting minutes Math Vertical Alignment Committee member list Math Vertical Alignment Committee meeting dates and agendas Daily Schedules Lesson plans Classroom walkthroughs and observations  <b><u>Artifact Summary:</u></b> Artifacts listed above show that teachers are meeting vertically on a regular basis to increase math instruction, rigor and consistency as a school, K-5.	<b><u>Evidence:</u></b> 23% of 1 <sup>st</sup> & 2 <sup>nd</sup> grade students scored Prepared on the Math Beacon beginning of the year administration.  45% of 1 <sup>st</sup> & 2 <sup>nd</sup> grade students scored Prepared on the Math Beacon winter administration.  <b><u>Evidence Summary:</u></b> Data listed above shows that students are making profess and growth in their Math skills from the beginning of the year Beacon to the mid-year Beacon.

<b>GOAL #4 Math (3-5)</b>	During the 2025-2026 school year, we will increase our 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade Math Achievement Scores from 81.3% of students scoring a Level 3/4 on 2025 Spring EOG Milestones to 84% of students scoring Level 3/4 on 2026 Spring EOG Milestones.	
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade level CCC teams will collaboratively develop and implement quarterly Math Assessment Plans following the county provided expectations and guidelines, as measured by the Assessment Plans submitted.	<p><b><u>Artifacts:</u></b>          CCC meeting minutes          Common Math Unit Plans          Math Common assessments          Instructional Support Specialist training presentations          Daily schedules          Lesson plans          Classroom walkthroughs and observations</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show that teachers are collaboratively planning, creating, and utilizing quarterly Math Assessment Plans consistently as a grade level CCC team.</p>	<p><b><u>Evidence:</u></b>          83% of 3<sup>rd</sup>-5<sup>th</sup> grade students scored Near Target or Prepared on the Math Beacon beginning of the year administration.</p> <p>93% of 3<sup>rd</sup>-5<sup>th</sup> grade students scored Near Target or Prepared on the Math Beacon winter administration.</p> <p>82% of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students are predicted to score a Level 3 or Level 4 on the EOG Milestone Assessment, based off the Winter Beacon Predictor Score.</p> <p><b><u>Evidence Summary:</u></b>          Data listed above shows that students are making profess and growth in their math skills from the beginning of the year Beacon to the mid-year Beacon.</p>
A representative from each grade level (K-5) will serve on a Math Vertical Alignment committee, meeting monthly, creating consistency within our school as it relates to the Math workshop time frame and components, as measured by committee meeting minutes, and classroom walkthroughs and observations.	<p><b><u>Artifacts:</u></b>          Math Vertical Alignment Committee meeting minutes          Math Vertical Alignment Committee member list          Math Vertical Alignment Committee meeting dates and agendas          Daily Schedules          Lesson plans          Classroom walkthroughs and observations</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show that teachers are meeting vertically on a regular basis to increase math instruction, rigor and consistency as a school, K-5.</p>	<p><b><u>Evidence:</u></b>          83% of 3<sup>rd</sup>-5<sup>th</sup> grade students scored Near Target or Prepared on the Math Beacon beginning of the year administration.</p> <p>93% of 3<sup>rd</sup>-5<sup>th</sup> grade students scored Near Target or Prepared on the Math Beacon winter administration.</p> <p>82% of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students are predicted to score a Level 3 or Level 4 on the EOG Milestone Assessment, based off the Winter Beacon Predictor Score.</p>

		<b>Evidence Summary:</b> Data listed above shows that students are making profess and growth in their math skills from the beginning of the year Beacon to the mid-year Beacon.
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GOAL #5 School Selected	During the 2025-2026 school year, East Side will become a CCSD Trained Zones of Regulation School, with 100% of classrooms implementing calm stations, weekly lessons, and zones of regulation strategies/language.	
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
All staff will receive professional learning and training by Lucrecia Hare, CCSD trainer, on August 18, 2025 as measured by attendance logs.	<b>Artifacts:</b> Training presentation Books provided Resources provided  <b>Artifact Summary:</b> Artifacts listed above were completed. All staff attended the August 18 <sup>th</sup> training. Additionally, we provided a refresher Professional Learning that was completed by all staff on December 2 <sup>nd</sup> .	<b>Evidence:</b> Classroom walkthrough Observation of Zones of Regulation materials present including, but not limited to posters, classroom meetings, calm down stations, etc.  <b>Evidence Summary:</b> Evidence listed above shows that the staff is consistently implementing the Zones of Regulation lessons into their daily instruction. Discipline referrals have also decreased this school year.
Parent workshops will be scheduled in person (day) and virtual (night) and resources will be provided to parents to implement Zones of Regulation at home, as measured by meeting notices and attendance logs.	<b>Artifacts:</b> Training presentation Resources provided  <b>Artifact Summary:</b> A training is scheduled for March 26 <sup>th</sup> for parents to attend.	<b>Evidence:</b> Training presentation  <b>Evidence Summary:</b> A training is scheduled for March 26 <sup>th</sup> for parents to attend in which Lucrecia Hare, county trainer will present.

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

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

