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:
Teasley Elementary
Monitoring Date:
January 2026

GOAL #1 **Literacy (K-2)**	The percent of students identified as "Prepared" in foundational reading skills will increase by at least 15% by the end of the year as indicated on the SY 26 Beacon compared to SY 25.

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

K-2 Teachers will Implement targeted small-group instruction daily in phonics and fluency for students as evidenced by Instructional walkthroughs data and common formative assessments.

Artifacts:

- Weekly CCC meeting minutes available in TEAMS
- Admin. Walks
- CTLS Assess CFAs
- Quarterly planning days

Artifact Summary:

Each Wednesday, our grade level team leads facilitate CCCs. Admin and EIP leads attend to support each grade level. The agenda and collaborative planning notes are uploaded to TEAMS. Admin and EIP lead schedule monthly walks through classrooms to observe small group instruction. This data then drives conversations during our admin meetings to plan for professional development when necessary. The PD is then delivered in small groups or in grade levels during CCCs.

Evidence:

- ELA Beacon assessment data for 1st and 2nd

ELA					
	Support Needed	Near Target	Prepared	High Growth	
Fall	40	63	29	58	42%
Winter	18	62	57		

- 42% of students in 1st grade demonstrated growth on the ELA Beacon in the Winter

ELA					
	Support Needed	Near Target	Prepared	High Growth	
Fall	48	71	27	68	45%
Winter	29	57	65		

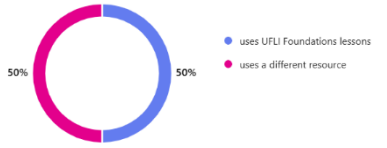
- 45% of students in 2nd grade demonstrated growth on the ELA Beacon in the Winter.

Evidence Summary:

Analysis of Fall to Winter ELA Beacon assessment data for 1st and 2nd grades demonstrates a significant positive impact of intentional instructional practices. In 1st grade, the number of students performing in the *Prepared* range increased substantially from Fall to Winter, while the number of students requiring *Support Needed* decreased. This shift corresponds with 42% of students demonstrating High Growth on the Winter ELA Beacon assessment, indicating that targeted instructional strategies are effectively accelerating student learning.

Similarly, 2nd grade data shows even stronger outcomes, with clear movement from *Support Needed* and *Near Target* into the *Prepared* category. Winter results indicate that 45% of students demonstrated High Growth, reflecting consistent gains across the grade level. These outcomes suggest that instructional adjustments made in response to student data are resulting in meaningful progress for a significant portion of students.

The data supports that the intentional planning and implementation of targeted small group instruction, informed by current assessment data, has been a key driver of this growth. Additionally, the consistent use of Tier 1 instructional resources has ensured that all students are receiving high-quality, standards-aligned

		instruction. These practices have contributed to nearly half of the students in 1st and 2nd grade demonstrating High Growth on the ELA Beacon assessment.
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	**Artifacts:** • Data from ELA walkthrough form • Observational data • Collaborative planning work in CCCs **Artifact Summary:** Collaborative planning within CCCs and during scheduled planning days is intentionally focused on the implementation of the new Tier 1 ELA resources. Planning artifacts document alignment to grade-level standards and consistent expectations for daily use of the materials. Data from the districtwide ELA walkthrough form, along with observational evidence, confirms that K–2 teachers are implementing Tier 1 ELA resources with fidelity during daily instruction. Walkthrough trends reflect consistent use of instructional routines, modeling, and student engagement strategies embedded within the curriculum. Collectively, these artifacts demonstrate aligned planning, faithful implementation, and ongoing monitoring to support high-quality Tier 1 ELA instruction across classrooms.	**Evidence:**  **Evidence Summary:** Walkthrough data indicates that while 50% of observations reflect the use of an ELA resource other than UFLI, the resource consistently observed in those instances was Wonders. Across all observations, 100% of classrooms were implementing district-approved Tier 1 ELA instructional resources, including UFLI, Wonders, or CTLS, during ELA instruction. This consistent use of aligned Tier 1 resources across grade levels supports instructional coherence and has positively impacted the quality of Tier 1 instruction and student achievement, as evidenced through walkthrough trends and assessment data.

GOAL #2 **Literacy (3-5)**	The percent of 3rd grade students scoring level 3 and 4 will increase from 48% to 51% as indicated by the SY 26 Milestones compared to SY 25 Milestones. The percent of 4th grade students scoring level 3 and 4 will increase from 52% to 55% as indicated by the SY 26 Milestones compared to SY 25 Milestones. The percent of 5th grade students scoring level 3 and 4 will increase from 52% to 55% as indicated by the SY 26 Milestones compared to SY 25 Milestones.

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

Grade 3-5 Teachers will implement small-group, targeted reading instruction focusing on comprehension strategies (e.g., main idea, inference, summarizing) for students identified for Milestone Focus groups (students close to moving achievement levels 2: Developing Learner to 3: Proficient Learner; and 3: Proficient Learner to 4: Distinguished Learner).

Artifacts:

- grade level teams created assessment plans which are discussed and adjusted when necessary throughout the quarter.
-CCCs look at common assessments in order to make instructional decisions including building flexible groups for targeted reading instruction.
-planning days were provided in Q1 and Q2 for collaboration, data analysis and focused instruction
-small group plans are implemented and monitored
-EIP support is targeted in 3-5 using push in model.

Artifact Summary:

Although we began implementing targeted instruction based on milestones focus groups in individual classrooms, the collective decision was made during 1st quarter to move towards groups built from CFA data. This shift allowed teachers to design lessons specific to current identified needs to impact student achievement. The students are now grouped by skills.
The CCC work has been intentional and focused on looking at data as well as grade level standards in order to identify trends and design instruction.

Evidence:

3rd Grade ELA Beacon:

ELA				High Growth	
	Support Needed	Near Target	Prepared	36	21%
Fall	33	128	11		
Winter	22	140	14		

4th Grade ELA Beacon:

ELA					
	Support Needed	Near Target	Prepared	High Growth	
Fall	33	117	20	46	26%
Winter	15	136	29		

5th Grade ELA Beacon:

ELA					
	Support Needed	Near Target	Prepared	High Growth	
Fall	24	89	29	32	21%
Winter	28	86	38		

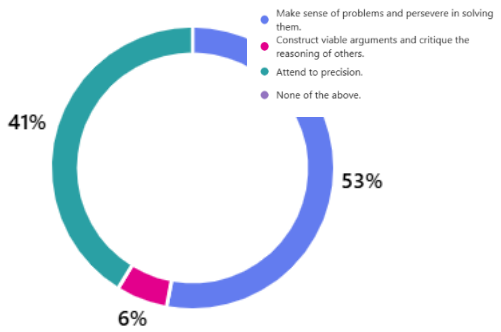
Evidence Summary:

Comparing Fall to Winter ELA Beacon data across grades 3–5 reveals clear trends in student growth. 3rd and 4th grades demonstrate the strongest gains, as evidenced by notable shifts from *Support Needed* to *Near Target* and *Prepared* categories, as well as a significant percentage of students identified as High Growth (21% in 3rd grade and 26% in 4th grade). Winter data shows an increase in the number of students performing at or above grade-level expectations, indicating that instructional strategies and targeted supports in these grades are positively impacting student outcomes.
In contrast, 5th grade data reflects more limited growth from Fall to Winter. While there is a modest increase in students moving into the *Prepared* category, the overall shift is less substantial when compared to 3rd and 4th grades, with 21% of students identified as High Growth. This suggests that current instructional approaches are not yet yielding the level of progress expected for 5th grade students. In response to this data, the leadership team met with the 5th grade CCC to analyze potential contributing factors and identify next steps. As a result of these discussions, the 5th grade team has identified a need

		to strengthen student buy-in and agency as a lever for improving outcomes. Moving forward, the team will intentionally focus on increasing student ownership of learning through goal setting aligned to Beacon data. Over the next nine weeks, teachers will support students in analyzing their own data, setting measurable goals, and monitoring progress, with the expectation that increased agency and intentional goal setting will lead to improved growth outcomes.

GOAL #3 **Math (K-2)**	Increase the percentage of K–2 students scoring “Prepared” in math by at least 10% by the end of the school year through targeted instruction focused on number sense, problem-solving, and early operations as indicated on the SY 26 Beacon compared to SY 25.

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

Teachers will implement daily number sense routines (e.g., Number Talks, counting collections, subitizing, and number lines) as indicated by instructional walkthroughs.	**Artifacts:** • Math Walkthroughs • Observation data • CCC planning • Grade level planning days **Artifact Summary:** The admin team and EIP support staff are conducting walkthroughs to monitor instruction and make decisions to support focus and professional learning. The CCC time is a weekly opportunity for admin to be a part of the conversations around math instruction. Team leads facilitate these meetings along with built in professional development when needs arise. Data is discussed and teams create plans to implement strategies to build skills.	**Evidence:** • Lesson plans • Observations/walkthrough data  **Evidence Summary:** Although the walkthrough data did not specifically identify daily number sense routines, it does indicate areas which are most often impacted by those daily routines. The teachers included number sense routines in their small group plans as well as whole group as the implemented the CCSD math plans from CTLS.
1st and 2nd grade teachers will implement a targeted small group math lesson to provide rigorous instruction as indicated by instructional walk-through data and common unit assessments.	**Artifacts:** • Math Walkthroughs • Observation data • CCC planning • Grade level planning days **Artifact Summary:** Planning calendars and documents created and utilized during CCCs serve as evidence of intentional instructional planning. These plans demonstrate how teachers identify priority standards, analyze student performance data, and design differentiated small group lessons to meet varying levels of student need. CCC planning shows clear alignment between assessment results and instructional responses,	**Evidence:** • Math Small Group lesson plans • Small Groups observed during TKES walkthroughs and observations • Grade level planning documents • CFA's **Evidence Summary:** Multiple sources of evidence were collected to monitor and support the implementation of targeted small group math instruction in 1st and 2nd grade classrooms. Instructional walkthroughs and observation data confirm that teachers are consistently implementing small group math lessons aligned to grade-level standards. TKES walks and observations document purposeful grouping, use of manipulatives and representations, and questioning

	reinforcing that small group instruction is data-driven and strategically designed to accelerate learning. Grade level planning days support this action step by providing structured opportunities for collaboration and reflection. During these planning sessions, teachers analyze common unit assessment data, identify trends in student understanding, and collaboratively plan targeted small group lessons to address misconceptions and extend learning for students ready for enrichment. Documentation from these sessions illustrates a consistent focus on instructional rigor and alignment across classrooms.	strategies that promote mathematical reasoning and conceptual understanding.

GOAL #4 **Math (3-5)**	The percent of 3rd grade students scoring level 3 and 4 will increase from 55% to 58% as indicated by the SY 26 Milestones compared to SY 25 Milestones. The percent of 4th grade students scoring level 3 and 4 will increase from 54% to 57% as indicated by the SY 26 Milestones compared to SY 25 Milestones. The percent of 5th grade students scoring level 3 and 4 will increase from 41% to 44% as indicated by the SY 26 Milestones compared to SY 25 Milestones.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact

		(See SSP) Include progress toward goals

3rd, 4th, and 5th grade teachers will Implement data-driven small group instruction to extend math understanding and provide rigorous instruction targeting priority standards as indicated through data, common assessments, and instructional walks.	**Artifacts:** • CCCs • Common Formative Assessments • Grade Level Planning Days • Small Group Lesson Plans **Artifact Summary:** CCC notes and documents reflect intentional planning around priority math standards and demonstrate how teachers use assessment data to identify areas for extension and targeted instruction. These planning tools show alignment between standards, instructional strategies, and expected outcomes. Common formative assessments serve as evidence that instructional decisions are grounded in data. Assessment results are analyzed to identify student strengths and learning gaps, which directly inform flexible grouping and the design of targeted small group lessons. Trends within the data indicate student growth in priority standards as a result of targeted instruction. Grade level planning days provide structured opportunities for collaboration, data analysis, and instructional decisions. Agendas and planning notes are uploaded into TEAMS. This collaborative process ensures consistency and alignment across classrooms. Small group lesson plans identify target skills, differentiated tasks, and the use of problem-solving strategies.	**Evidence:** • Math Small Group lesson plans • Small Groups observed during TKES walkthroughs and observations • Grade level planning documents • CFA's **Evidence Summary:** Math small group lesson plans demonstrate planning aligned to priority standards and show how teachers design targeted instruction to extend student understanding and increase rigor. These plans reflect the use of assessment data to determine instructional focus and grouping. TKES walkthroughs and observation data provide direct evidence of small group instruction in practice. Observations document teachers facilitating targeted small groups during math blocks, using questioning strategies, manipulatives, and problem-solving tasks to promote conceptual understanding and mathematical reasoning. They also have uncovered opportunities for targeted teacher support. Grade level planning documents further support this action step by illustrating collaborative analysis of data and coordinated instructional planning. These documents show how teams review student performance, adjust instructional strategies, and plan consistent small group instruction across classrooms. Common formative assessments (CFAs) serve as evidence of instructional impact, demonstrating student progress in targeted standards and informing instructional adjustments. Together, these sources of evidence confirm that data-driven small group math instruction is being implemented with fidelity and rigor, contributing to increased student understanding and growth in mathematics.

Math Lead teachers and EIP Lead will provide professional learning on high-leverage math instructional strategies, including math conversations/math talk, math journals / written reflections (which will encourage metacognition and communication of reasoning), strategic use of technology tools to support students	**Artifacts:** - Math Lead and EIP lead provided targeted PL on high-yield math strategies on School PL Days - Lesson plans - Math Coaching Instructional support provided by math leaders in the building - Observation and walkthrough data - Math Journals **Artifact Summary:** Professional learning provided by the Math Leaders during schoolwide professional learning days focused on high-yield math instructional strategies. Lesson plans reflect intentional integration of these strategies into daily instruction. Ongoing math instructional support provided by building math leaders further reinforced implementation through modeling, feedback, and job-embedded support. Observation and walkthrough data document increased use of math conversations, math journals, and student reasoning during math instruction.	**Evidence:** • Professional learning agendas, materials, and sign-in sheets • Lesson plans and small group plans reflecting the integration of math talk, math journals, and written reflections • Math instructional support documentation provided by Math Lead teachers and the EIP Lead • Observation and walkthrough data noting evidence of math high yield strategies **Evidence Summary:** Professional learning facilitated by Math Lead teachers and the EIP Lead focused on high-leverage math instructional strategies. Lesson plans and coaching documentation demonstrate that teachers are intentionally incorporating these strategies into math instruction. Observation and walkthrough data provide evidence of increased math conversations, opportunities for students to explain their thinking, and some evidence of the use of math journals to support metacognition.

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

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