

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: Frey Elementary

Monitoring Date: 1/13/26

GOAL #1
Literacy (K-2)

The percent of 1st and 2nd grade students scoring prepared on the Beacon ELA assessment will increase from 38% on the Fall administration to 55% on the Spring administration during the 2025-2026 school year.

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 in the 120-minute literacy block using the new Wonders curriculum and Tier 1 ELA resources as evidenced by walkthroughs, lesson plans, and classroom observations.	<p>Artifacts:</p> <ul style="list-style-type: none"> - Lesson plans with targeted literacy standards integrating new Wonders resources (posted in a consistent location as a team) -Guided reading and intervention group documentation -CCC meeting minutes -Implementation of assessment plan -Data from assessments <p>Artifact Summary:</p> <p>These artifacts demonstrate consistent implementation of the SSP focused on improving 1st and 2nd grade Beacon literacy outcomes at MOY. Lesson plans show targeted standards aligned to Beacon data and effective use of <i>Wonders</i> resources. Guided reading and intervention documentation, CCC meeting minutes, and assessment data reflect ongoing progress monitoring, collaborative data analysis, and data-driven instructional adjustments to support student growth.</p>	<p>Evidence:</p> <p>1st and 2nd grade students have currently met the literacy goal on the MOY Beacon assessment by scoring a total of 55%.</p> <p>Evidence Summary:</p> <p>Based on Mid-Year (MOY) Beacon assessment results, 1st and 2nd grade students have met the SSP literacy goal, achieving an overall proficiency rate of 55%. This data confirms positive progress toward targeted literacy outcomes and reflects the effectiveness of instructional strategies, interventions, and progress monitoring practices implemented to support student learning.</p>

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GOAL #2 Literacy (3-5)	The percent of 3rd-5th grade students scoring proficient and distinguished will increase from 55%-59% as measured by the 2026 ELA EOG.
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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
3-5 teachers will implement in the 120-minute literacy block using the new Wonders curriculum and Tier 1 ELA resources as evidenced by walkthroughs, lesson plans, and classroom observations.	<p><u>Artifacts:</u></p> <ul style="list-style-type: none"> - Lesson plans with targeted literacy standards integrating new Wonders resources (posted in consistent location as a team) -Guided reading and intervention group documentation -CCC meeting minutes -Implementation of assessment plan -Data from assessments <p><u>Artifact Summary:</u></p> <p>Artifacts reflect consistent implementation of standards-aligned literacy instruction using the Wonders resources. Guided reading and intervention documentation demonstrate targeted support for students, while CCC meeting minutes and assessment data show ongoing progress monitoring and data-driven instructional decisions.</p>	<p><u>Evidence:</u></p> <p>Data indicate that 52% of students in grades 3–5 are predicted to perform at the Proficient or Distinguished levels on the Georgia Milestones ELA assessment.</p> <p><u>Evidence Summary:</u></p> <p>Current assessment data indicates that 52% of students in grades 3–5 are predicted to score at the Proficient or Distinguished levels on the Georgia Milestones ELA assessment. This projection reflects progress toward grade-level literacy expectations and provides evidence that instructional practices and targeted supports are positively impacting student achievement.</p>

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GOAL #3 Math (K-2)	The percent of 1st-2nd grade students scoring prepared on the Math Beacon Assessment will increase from 22% on the Fall administration to 50% on the Spring administration.
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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><u>Artifacts:</u></p> <ul style="list-style-type: none"> -CCC meeting minutes/agenda -Lesson plans posted in consistent location as a team -Walkthrough data from administration -Data from common assessments <p><u>Artifact Summary:</u></p> <p>Artifacts reflect consistent implementation of standards-aligned K–2 math instruction informed by Beacon data. CCC meeting minutes document collaborative data analysis and instructional planning, while lesson plans posted in a consistent location demonstrate shared instructional practices. Walkthrough data and common assessment results show ongoing monitoring of instruction and student progress to guide targeted support and instructional adjustments.</p>	<p><u>Evidence:</u></p> <p>Evidence indicates that first- and second-grade students achieved a 50% proficiency rate on the MOY Beacon Math Assessment.</p> <p><u>Evidence Summary:</u></p> <p>MOY Beacon Math Assessment data indicate that first- and second-grade students achieved a 50% proficiency rate, signaling the need for continued focused instruction, targeted interventions, and progress monitoring to support mathematical growth.</p>

GOAL #4 Math (3-5)	The percent of 3 rd -5 th grade students scoring proficient and distinguished will increase from 60%-64% as measured by the 2025-2026 Math EOGs.
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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><u>Artifacts:</u></p> <ul style="list-style-type: none"> -CCC meeting minutes/agenda -Lesson plans posted in consistent location as a team -Walkthrough data from administration -Data from common assessments <p><u>Artifact Summary:</u></p> <p>Artifacts demonstrate intentional implementation of the 3–5 math goal aligned to Beacon data. CCC meeting minutes document collaborative analysis of MOY results and instructional planning, while lesson plans posted in a consistent location reflect aligned, standards-based instruction across grade levels. Walkthrough data and common assessment results show ongoing monitoring of instructional practices and student progress to inform targeted support and instructional adjustments.</p>	<p><u>Evidence:</u></p> <p>Based on MOY Beacon Assessment data, 54% of students in grades 3–5 are projected to score at the Proficient or Distinguished levels on the 2026 Math EOGs.</p> <p><u>Evidence Summary:</u></p> <p>MOY Beacon Assessment data indicate that 54% of students in grades 3–5 are projected to perform at the Proficient or Distinguished levels on the 2026 Math EOGs, highlighting progress toward the school’s math goal and the need for continued targeted instruction and intervention to increase proficiency.</p>

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
	<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>

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