

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: Tritt Elementary School**

**Monitoring Date: 2025-2026 – Updated 1/14/2026**

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

During the 2025-2026 school year, we will increase the percentage of students demonstrating literacy proficiency in grades 1-2 from 39.3% to 75% as measured by students scoring in the “prepared” level of the Beacon assessment.

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 the new Tier 1 ELA resources for foundational writing in their daily literacy blocks to increase students’ literacy proficiency as evidenced by data collected with the districtwide ELA walkthrough form.	<p><b>Artifacts:</b>            Common Assessments            CCC Meeting Minutes            Reflection and goal setting</p> <p><b>Artifact Summary:</b>            Artifacts listed above show evidence teachers have implemented foundational writing with fidelity.</p>	<p><b>Evidence:</b>            39.3% of 1<sup>st</sup> and 2<sup>nd</sup> graders scored Prepared on the ELA Beacon assessment as a baseline.</p> <p>At the mid-term, 71.2% of 1<sup>st</sup> and 2<sup>nd</sup> graders scored Prepared on the ELA Beacon assessment.</p> <p><b>Evidence Summary:</b>            The data above demonstrates that students have made substantial progress in their ELA skills from the beginning-of-year Beacon assessment to the midyear Beacon assessment.</p>

<b>GOAL #2</b> <b>Literacy (3-5)</b>	During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 79.7% to 89.7% as measured by the End of Grade ELA assessment.
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<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>
3-5 teachers will implement the new Tier 1 ELA resources for writing in their daily literacy blocks to increase students' literacy proficiency as evidenced by data collected with the districtwide ELA walkthrough form.	<p><b><u>Artifacts:</u></b>          Common Assessments          CCC Meeting Minutes          Reflection and goal setting</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show evidence teachers have implemented foundational writing with fidelity.</p>	<p><b><u>Evidence:</u></b>          25.6% of 3-5 graders scored Prepared on the ELA Beacon assessment as a baseline.</p> <p>At the mid-term, 40.6% of 3-5 graders scored Prepared on the ELA Beacon assessment.</p> <p><b><u>Evidence Summary:</u></b>          The data above demonstrates that students have made substantial progress in their ELA skills from the beginning-of-year Beacon assessment to the midyear Beacon assessment.</p>

<b>GOAL #3</b> <b>Math (K-2)</b>	During the 2025-26 school year, we will increase the percentage of students demonstrating math proficiency in grades 1-2 from 16.5% to 70% as measured by students scoring in the "prepared" level of the Beacon 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
K-2 Teachers will utilize hands on manipulatives to build math fluency as evidenced by lesson plans and classroom observations.	<p><b>Artifacts:</b>            Professional Learning Presentation            Common assessments            CCC Meeting Minutes            Reflection and goal setting sheet</p> <p><b>Artifact Summary:</b>            Artifacts listed above show teachers are learning strategies to build fluency using hands-on manipulatives. Walkthrough data and lesson plans show implementation of these types of learning experiences.</p>	<p><b>Evidence:</b>            36% of 1<sup>st</sup> and 2<sup>nd</sup> scored Prepared on the Math Beacon assessment as a baseline.</p> <p>At the mid-term, 61% of 1<sup>st</sup> and 2<sup>nd</sup> graders scored Prepared on the Math Beacon assessment.</p> <p><b>Evidence Summary:</b>            The data above demonstrates that students have made substantial progress in their math skills from the beginning-of-year Beacon assessment to the midyear Beacon assessment.</p>

<b>GOAL #4 Math (3-5)</b>	During the 2025-2026 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 82.9% to 92.9% as measured by the End of Grade Math 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>3-5 Teachers will utilize hands on manipulatives to build math fluency as evidenced by lesson plans and classroom observations.</p>	<p><b><u>Artifacts:</u></b>          Professional Learning Presentation          Common assessments          CCC Meeting Minutes          Reflection and goal setting sheet</p> <p><b><u>Artifact Summary:</u></b>          Artifacts listed above show teachers are learning strategies to build fluency using hands-on manipulatives. Walkthrough data and lesson plans show implementation of these types of learning experiences.</p>	<p><b><u>Evidence:</u></b>          2.7% of 3<sup>rd</sup> – 5<sup>th</sup> graders scored Prepared on the Math Beacon assessment as a baseline.</p> <p>At the mid-term, 8.5 % of 3<sup>rd</sup> – 5<sup>th</sup> graders scored Prepared on the Math Beacon assessment.</p> <p><b><u>Evidence Summary:</u></b>          While this data represents an outlier when compared to other Beacon administrations this year, it reflects a similar pattern of growth to last year and aligns with results from other schools in our area.</p>
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<p><b>GOAL #5</b> <b>School Selected</b></p>	<p>During the 2025-2026 school year, teachers will increase their knowledge of technology tools to increase student engagement and teacher productivity.</p>
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<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>
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<p>Tritt Elementary will provide all K-5 teachers with quarterly professional learning sessions focused on technology integration, as evidenced by classroom observations of implementation.</p>	<p><b><u>Artifacts:</u></b>            Training Rosters            Training presentations            Lesson plans            Classroom observations</p> <p><b><u>Artifact Summary:</u></b>            The artifacts listed above demonstrate that teachers are increasing their confidence in learning and implementing instructional strategies through purposeful technology integration. Walkthrough data and lesson plans confirm the implementation of these technology enhanced learning experiences in classrooms.</p>	<p><b><u>Evidence:</u></b>            Pre and post teacher surveys            Exit tickets            Teacher Self-Assessment</p> <p><b><u>Evidence Summary:</u></b>            Multiple sources of evidence, including teacher surveys, exit tickets, and self assessments, reflect growth in teacher confidence and intentional use of technology to support instruction. Collectively, these measures demonstrate thoughtful integration of technology across classrooms.</p>
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***Provide a rationale/reason as to why any action step was not implemented.***

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