

School Name: NICKAJACK ELEMENTARY
Date: 08/01/2026

GOAL #1 Literacy (K-2)	Nickajack Elementary will increase the percentage of First and Second Grade students scoring in the Prepared range by 10% on Beacon ELA from Spring 2026 to Spring 2027, with a specific focus on Constructing Texts.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Grades K-2 Teachers will implement explicit instruction in Constructing Texts, each week, as measured through district ELA walkthroughs, lesson plans, and collaborative planning minutes.		Performance Target: Baseline: Grade 1: 50.5% Grade 2: 52.3% Implementation (include person responsible): AUGUST–SEPTEMBER • K–2 Teachers administer beginning-of-year Beacon ELA and applicable Amira assessments. • Grade 1–2 Teachers and Administration analyze Spring 2026 Beacon Constructing Texts data to identify standards/skills requiring the greatest instructional focus. • K–2 Teachers, during CCCs, identify grade-level expectations for Constructing Texts and determine common instructional practices aligned with the Wonders curriculum. • Teachers establish student data trackers/data notebooks to monitor individual progress in writing/Constructing Texts. • Administration, EIP, and Teachers review expectations for explicit writing instruction and the components administrators will monitor through ELA walkthroughs. SEPTEMBER–OCTOBER • K–2 Teachers provide explicit Constructing Texts instruction each week using grade-level standards, Wonders resources, modeled/shared writing, guided practice, and opportunities for independent application. • K–2 CCC Teams collaboratively examine student writing samples and use common expectations/rubrics to determine student strengths, misconceptions, and next instructional steps.

		• Teachers use student writing data to create flexible small groups and provide targeted instruction based on identified needs. • Administration/EIP conduct ELA walkthroughs with a specific focus on evidence of explicit Constructing Texts instruction, student engagement in writing, differentiation, and alignment to standards. • Administration/EIP provide teachers with timely walkthrough feedback to support refinement of instructional practices. OCTOBER–DECEMBER • K–2 Teachers and CCC Teams review Constructing Texts data during CCC meetings and compare student performance to baseline data. • Teachers bring student writing samples/data to CCCs to identify students who are on track, approaching expectations, or needing additional support. • Teachers adjust whole-group and small-group instruction based on student writing evidence. • Administration/EIP continue targeted ELA walkthroughs and monitor implementation trends across K–2. • Teachers communicate student writing progress with families during conferences and provide strategies families can use to support writing at home. • Administration and CCC Teams identify instructional trends and determine whether additional professional learning, modeling, or resources are needed. Artifacts: CCC Minutes, Small Group Lesson Plans, Amira and Beacon results, Amira and Beacon Data Templates, foRTIfy data, Wonder Assessment tools, Cobb ELA Walkthrough Form Progress Monitoring: Data notebooks (small group anecdotal notes), Beacon analysis data, Cobb ELA Walkthrough Form Cobb ELA Walkthrough Form will be shared with teachers for feedback and improvement
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GOAL #2 Literacy (3-5)	Nickajack Elementary will increase the percentage of students scoring in the Prepared range on Beacon by 10%, from Spring 2026 to Spring 2027 with a specific focus on Constructing Texts.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
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Grades 3-5 Teachers will implement explicit instruction in Constructing Texts, each week, as measured through district ELA walkthroughs, lesson plans, and collaborative planning minutes.	Performance Target: Baseline: Grade 3: 20.0% Grade 4: 33.9% Grade 5: 46.6% Implementation <i>(include person responsible):</i> AUGUST–SEPTEMBER • Grades 3–5 Teachers administer beginning-of-year Beacon ELA assessment. • Grade 3 Teachers administer applicable Amira assessments. • Grades 3–5 Teachers and Administration analyze Spring 2026 Beacon Constructing Texts data to identify grade-level standards and skills requiring the greatest instructional focus. • Teachers analyze beginning-of-year student writing samples alongside Beacon data to identify individual and grade-level strengths and needs. • Grades 3–5 CCC Teams establish common expectations for Constructing Texts and identify standards-aligned writing tasks, instructional practices, and scoring criteria. • Teachers establish student data trackers/data notebooks to monitor individual student progress in Constructing Texts. • Administration, EIP, and Teachers review expectations for explicit writing instruction and the components administrators will monitor through ELA walkthroughs. SEPTEMBER–OCTOBER • Grades 3–5 Teachers provide explicit Constructing Texts instruction each week aligned to grade-level standards and the Wonders curriculum. • Teachers explicitly model the writing process, including planning, organizing, drafting, revising, editing, and responding to text/evidence when appropriate. • CCC Teams collaboratively examine student writing samples using common rubrics/scoring expectations to calibrate expectations across classrooms. • Teachers use student writing data to create flexible small groups and provide targeted instruction based on identified needs. • Teachers provide students with specific feedback and opportunities to revise writing based on feedback. • Administration/EIP conduct ELA walkthroughs focused on standards alignment, explicit writing instruction, student engagement in writing, use of models/exemplars, differentiation, and evidence of student feedback. • Administration/EIP provide timely feedback following walkthroughs and identify trends requiring additional support. OCTOBER–DECEMBER • Grades 3–5 Teachers and CCC Teams analyze Constructing Texts data during CCC meetings and compare student performance to baseline data. • Teachers bring student writing samples and/or common writing assessment data to CCCs to identify students who are exceeding, meeting, approaching, or below grade-level expectations. • CCC Teams identify common misconceptions and determine specific instructional responses.
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		• Teachers adjust whole-group, small-group, and individual writing instruction based on student evidence. • Teachers communicate student writing progress with families during Conference Week and provide strategies for supporting writing development. • Administration/EIP continue targeted ELA walkthroughs and analyze schoolwide and grade-level trends. • Administration and CCC Teams determine whether additional professional learning, modeling, coaching, or instructional resources are needed.
		Artifacts: CCC Minutes, Small Group Lesson Plans, Amira and Beacon results, Amira and Beacon Data Templates, foRTify data, EOG Data, Cobb ELA Walkthrough Form
		Progress Monitoring: Amira results will be reviewed after each assessment window to determine which students should be flagged for additional support. *3 rd Grade Common Formative/Summative Assessments and anecdotal notes from small groups will be discussed in CCC meetings each week (Teachers should bring to each meeting) *4 th and 5 th Grade Cobb ELA Walkthrough Form will be shared with teachers for feedback and improvement

GOAL #3 Math (K-2)	Nickajack Elementary will increase the percentage of First and Second Grade students, scoring Prepared by 10% on Beacon Math from Spring 2026 to Spring 2027 through improved performance in Numerical Reasoning.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Grades K-2 Teachers will implement targeted Numerical Reasoning instruction, each week, using manipulatives and data-driven instructional strategies, monitored through lesson plans, observations, and student work.		Performance Target: Baseline: Grade K: 33.7% Grade 1: 27.2% Grade 2: 31.4%
		Implementation (include person responsible): AUGUST–SEPTEMBER • K–2 Teachers administer beginning-of-year mathematics assessments and collect baseline data related specifically to Numerical Reasoning. • K–2 Teachers and Administration analyze available baseline data to identify priority Numerical Reasoning standards and skills for each grade level.

- **K–2 CCC Teams** analyze student data to identify common strengths, misconceptions, and prerequisite skill gaps.
- **Teachers** establish student data trackers/data notebooks to monitor progress on priority Numerical Reasoning skills.
- **K–2 Teachers and EIP** identify common instructional practices for Numerical Reasoning, including the intentional use of manipulatives, visual models, multiple representations, number talks, and mathematical discourse.
- **Administration/EIP** establish walkthrough expectations aligned with effective Numerical Reasoning instruction.

SEPTEMBER–OCTOBER

- **K–2 Teachers** provide explicit Numerical Reasoning instruction each week aligned to grade-level mathematics standards.
- **Teachers** intentionally incorporate manipulatives and concrete models before moving students toward pictorial and abstract representations.
- **Teachers** provide regular opportunities for students to explain, justify, and compare mathematical strategies through mathematical discourse.
- **Teachers** use formative assessment data and student work to identify students needing additional support or extension.
- **Teachers** provide targeted small-group instruction based on identified Numerical Reasoning needs.
- **K–2 CCC Teams** collaboratively examine student work and common formative assessment data to determine student understanding and identify misconceptions.
- **Administration/EIP** conduct classroom walkthroughs focused on Numerical Reasoning, use of manipulatives/representations, student discourse, differentiation, and evidence of conceptual understanding.
- **Administration/EIP** provide teachers with timely feedback based on walkthrough trends.

OCTOBER–DECEMBER

- **K–2 Teachers and CCC Teams** regularly analyze Numerical Reasoning data from common formative assessments and student work.
- **Teachers** bring student work and assessment data to CCC meetings to identify students who are exceeding, meeting, approaching, or below grade-level expectations.
- **CCC Teams** identify common misconceptions and determine appropriate instructional responses.
- **Teachers** adjust whole-group and small-group instruction based on student performance.
- **Teachers** provide targeted instruction using manipulatives and representations matched to identified student needs.
- **Teachers** communicate student mathematics progress with families during Conference Week and provide strategies for strengthening number sense at home.
- **Administration/EIP** continue targeted mathematics walkthroughs and analyze grade-level/schoolwide implementation trends.

		Administration and CCC Teams determine whether additional professional learning, modeling, coaching, or instructional resources are needed.
		Artifacts: CCC Minutes, Small Group Lesson Plans, foRTify data
		Progress Monitoring: Common Formative/Summative Assessments and anecdotal notes from small groups will be discussed in CCC meetings each week (Teachers should bring to each meeting), DreamBox data, foRTify data

GOAL #4 Math (3-5)	Nickajack Elementary will increase the percentage of students scoring Proficient by 10% on the Georgia Milestones Math Assessment from 2026 to 2027 by improving performance in Numerical Reasoning.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Grades 3-5 Teachers will implement targeted Numerical Reasoning instruction, each week, using manipulatives and data-driven instructional strategies, monitored through lesson plans, observations, and student work.		Performance Target: Baseline: Grade 3: 6.1% Grade 4: 14.1% Grade 5: 9.0%
		AUGUST–SEPTEMBER Grades 3–5 Teachers and Administration analyze 2026 Georgia Milestones Mathematics data, with specific attention to Numerical Reasoning performance. Grades 3–5 Teachers administer beginning-of-year mathematics assessments to establish current student performance. CCC Teams triangulate Milestones, beginning-of-year assessment, and classroom data to identify priority Numerical Reasoning standards, prerequisite skills, and common misconceptions. Teachers establish student data trackers/data notebooks to monitor progress on priority Numerical Reasoning standards. CCC Teams and EIP identify common instructional practices that support Numerical Reasoning, including manipulatives, visual models, multiple representations, mathematical discourse, and problem-solving tasks.

- **Administration/EIP** establish mathematics walkthrough expectations aligned with effective Numerical Reasoning instruction.

SEPTEMBER–OCTOBER

- **Grades 3–5 Teachers** provide explicit, standards-aligned Numerical Reasoning instruction each week.
- **Teachers** intentionally use manipulatives and visual representations to develop conceptual understanding before moving students toward abstract procedures and algorithms.
- **Teachers** model multiple strategies and provide opportunities for students to select efficient strategies appropriate to the problem.
- **Teachers** engage students in mathematical discourse requiring them to explain, justify, compare, and critique mathematical reasoning.
- **Teachers** provide students with rigorous problem-solving tasks that require application of Numerical Reasoning in both familiar and unfamiliar contexts.
- **Teachers** use formative assessment data and student work to create flexible small groups and provide targeted instruction.
- **CCC Teams** collaboratively examine student work and common formative assessment data to identify misconceptions and calibrate expectations across classrooms.
- **Administration/EIP** conduct mathematics walkthroughs focused on Numerical Reasoning, conceptual understanding, mathematical discourse, differentiation, student problem solving, and use of multiple representations.
- **Administration/EIP** provide teachers with timely feedback based on walkthrough evidence.

OCTOBER–DECEMBER

- **Grades 3–5 Teachers and CCC Teams** regularly analyze Numerical Reasoning data from common formative assessments, benchmark assessments, and student work.
- **Teachers** bring student work and assessment data to CCC meetings to identify students who are exceeding, meeting, approaching, or below grade-level expectations.
- **CCC Teams** identify common misconceptions and determine specific instructional responses.
- **Teachers** adjust whole-group, small-group, and individual instruction based on student performance.
- **Teachers** provide targeted instruction on prerequisite skills when skill gaps prevent students from accessing grade-level Numerical Reasoning standards.
- **Teachers** provide students with opportunities to analyze errors, revise solutions, and explain why mathematical strategies are or are not effective.
- **Teachers** communicate mathematics progress with families during Conference Week and provide strategies for supporting mathematical reasoning at home.
- **Administration/EIP** continue targeted mathematics walkthroughs and analyze grade-level and schoolwide trends.
- **Administration and CCC Teams** determine whether additional professional learning, modeling, coaching, or instructional resources are needed.

	Artifacts: CCC Minutes, Small Group Lesson Plans, foRTIfy data
	Progress Monitoring: Common Formative/Summative Assessments and anecdotal notes from small groups will be discussed in CCC meetings each week (Teachers should bring to each meeting), DreamBox data, foRTIfy data

GOAL #5 School Selected	Decrease the number of OSS days by 10% from 162 days to no more than 145 days from August 2026 to May 2026.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Teachers will explicitly teach and reinforce schoolwide expectations, during daily morning meetings, using the PBIS framework to provide timely positive reinforcement and utilize restorative conferences for behavioral concerns, as monitored through PBIS Rewards data and district and administrative walkthroughs.		Performance Target: 100% of teachers will implement Tier 1 PBIS strategies with fidelity, demonstrating evidence of restorative relationship building, following behavior incidents.
		Implementation (include person responsible): AUGUST • PBIS Team/Administration share 2025–2026 discipline and OSS data with staff, identifying schoolwide trends, high-frequency behaviors, locations, times, and student needs. • PBIS Team conduct beginning-of-year PBIS rollout training to review schoolwide expectations, reinforcement systems, minor/major behavior procedures, and PBIS Rewards expectations. • Counselors/Administration provide staff with refresher training on Zones of Regulation and strategies for supporting student self-regulation. • Teachers explicitly teach, model, and practice schoolwide expectations and B3 behaviors across classroom and common-area settings. • Teachers establish classroom routines and expectations and intentionally incorporate relationship-building into morning meetings. • PBIS Team/Administration establish expectations for consistent use of PBIS Rewards and positive reinforcement. • Administration review procedures for documenting minor behaviors, communicating with families, and referring major behaviors. • Administration/Counselors review expectations for restorative conversations following behavioral incidents.

SEPTEMBER–OCTOBER

- **Teachers** continue explicitly teaching and reinforcing schoolwide expectations through daily morning meetings, classroom instruction, and natural opportunities throughout the school day.
- **Teachers and Staff** consistently recognize students demonstrating schoolwide expectations through PBIS Rewards.
- **PBIS Team** share a practical PBIS/behavior-support strategy during monthly staff meetings based on identified schoolwide needs.
- **Administration** review discipline data weekly to identify patterns by behavior, grade level, location, time, and individual student.
- **Administration** collaborate with teachers when discipline or minor-report data indicate a need for additional classroom-management support.
- **Teachers** communicate minor behavioral concerns directly with families and document follow-up communication in CTLS.
- **Teachers/Administration** utilize restorative conversations following behavioral incidents to repair relationships, reinforce expectations, and support successful re-entry to the classroom.
- **PBIS Team** provide schoolwide PBIS celebrations and recognition opportunities.
- **Administration** recognize students and classrooms demonstrating positive behavior through morning-announcement shout-outs.
- **PBIS Team** develop and share student-friendly videos modeling appropriate behaviors in classrooms and common areas.
- **PBIS Team/PTA** maintain a PBIS store where students can redeem earned PBIS points.

NOVEMBER–DECEMBER

- **Administration/PBIS Team** analyze first-semester discipline and OSS data and compare trends with the same period from the previous school year.
- **Administration** identify students, grade levels, locations, behaviors, or times contributing disproportionately to discipline referrals and OSS days.
- **PBIS Team** use discipline and PBIS Rewards data to determine schoolwide reteaching needs.
- **Teachers** reteach expectations following extended breaks and whenever classroom or schoolwide data indicate a need.
- **Administration** provide targeted coaching, modeling, or professional learning for teachers needing additional classroom-management support.
- **Administration/Counselors** review students demonstrating repeated behavioral concerns and determine appropriate Tier 2 or Tier 3 supports.
- **Counselors/Teachers** implement interventions such as Check-In/Check-Out, mentoring, regulation strategies, or individualized behavior supports when appropriate.
- **Administration** monitor evidence that restorative conversations and re-entry practices occur following significant behavioral incidents.

		Artifacts: PBIS portal, CSIS Reports, Reflection logs, Behavior summative report
		Progress Monitoring: Core Team minutes, Behavior summative report (monthly), PBIS Rewards App Reports

Final Notes
The plan will be updated in December, once mid-year Beacon data is available.
Principal Signature
<i>Timeka L. Oline</i>
Assistant Superintendent