

<b>School Name: Still Elementary School</b>
<b>Date: September 15, 2025</b>

<b>GOAL #1</b> <b>Literacy (K-2)</b>	During the 2025-2026 SY, the percentage of students in first and second grade scoring in the <b>prepared</b> band will increase from 66% to 69% as measured by the spring administration of the Beacon Assessment.
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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?
<b>Action Step 1:</b> Throughout the 2025-2026 school year, all K-2 teachers will participate in monthly, school based professional learning focused on the new Georgia ELA standards and the district-adopted ELA curriculum, with ongoing support provided during weekly CCCs as documented in CCC meeting minutes.	8/2025	<b>Performance Target:</b> 100% of our K-2 teachers will participate in monthly ELA school based professional learning from August 2025 through May 2026.
		<b>Implementation (include person responsible):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"> <li>Instructional leaders and administration will develop a year-long PL plan</li> <li>Plan will align topics with the new Georgia ELA standards and adopted district ELA curriculum to be delivered by the local school PL contact.</li> </ul>
	8/2025-5/2026	<b>Monthly PL Sessions led by local PL contact with all instructional teachers:</b> <ul style="list-style-type: none"> <li>Focus on unpacking standards, instructional strategies, and curriculum implementation</li> <li>Include modeling, collaborative planning, and reflection</li> <li>Use weekly CCC meetings to reinforce the monthly PL and to plan based upon results of data analysis</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>PL plan with training dates and topics</li> <li>Weekly CCC meeting minutes</li> <li>PL agenda and training materials</li> </ul>

		<b>Progress Monitoring:</b> Quarterly 10/2/2025 12/11/2025 3/5/2026 4/30/2026
<b>Action Step 2:</b> Within ten days of each ELA Beacon assessment window, administrators and instructional leaders will facilitate grade level CCC meetings with 1st-2 <sup>nd</sup> grade teachers to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement as documented in CCC meeting minutes.	8/2025	<b>Performance Target:</b> 100% of our 1st-2 <sup>nd</sup> grade teachers will meet in CCCs within fifteen days of administering the ELA Beacon assessment to analyze school-wide data and target instructional action steps.
	9/2025-5/2026	<b>Implementation (include person responsible):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"> <li>Administration will communicate assessment windows and testing environment expectations</li> <li>Designate CCC meeting dates falling within the ten-day post assessment timeframe to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement.</li> </ul> <b>Before the CCC Meeting grade level teachers will</b> <ul style="list-style-type: none"> <li>Run Beacon data reports and save into excel</li> <li>Disaggregate data by ELA subcategory</li> <li>Review and analyze class specific data to collaborate on targeted instructional action steps</li> </ul> <b>During the CCC Meeting grade level teachers along with administration will</b> <ul style="list-style-type: none"> <li>Use a structured data protocol i.e. What? So what? Now what?</li> <li>Identify trends, strengths, and areas for growth</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Weekly CCC meeting minutes</li> <li>ELA Beacon data reports</li> <li>Walk through form data to monitor instructional action step implementation</li> </ul>
		<b>Progress Monitoring:</b> Within 15 days from end of assessment window 10/2/2025 1/22/2026 4/2/2026

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?
<b>Actions Step 1:</b> Throughout the 2025-2026 school year, all 3-5 teachers will participate in monthly, school based professional learning focused on the new Georgia ELA standards and the district-adopted ELA curriculum, with ongoing support provided during weekly CCCs as documented in CCC meeting minutes.	8/2025	<b>Performance Target:</b> 100% of our 3-5 teachers will participate in monthly ELA school based professional learning from August 2025 through May 2026.
		<b>Implementation (<i>include person responsible</i>):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"> <li>Instructional leaders and administration will develop a year-long PL plan</li> <li>Plan will align topics with the new Georgia ELA standards and adopted district ELA curriculum to be delivered by the local school PL contact.</li> </ul>
	8/2025-5/2026	<b>Monthly PL Sessions led by local PL contact with all instructional teachers:</b> <ul style="list-style-type: none"> <li>Focus on unpacking standards, instructional strategies, and curriculum implementation</li> <li>Include modeling, collaborative planning, and reflection</li> <li>Use weekly CCC meetings to reinforce the monthly PL and to plan based upon results of data analysis</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>PL plan with training dates and topics</li> <li>Weekly CCC meeting minutes</li> <li>PL agenda and training materials</li> </ul>
		<b>Progress Monitoring:</b> Quarterly 10/2/2025 12/11/2025 3/5/2026 4/30/2026

<p><b>Action Step 2:</b> Within ten days of each ELA Beacon assessment window, administrators and instructional leaders will facilitate grade level CCC meetings with 3-5 grade teachers to review school-wide data, evaluated student performance trends, and refine instructional strategies to enhance student achievement as documented in CCC meeting minutes.</p>	<p>8/2025</p> <p>9/2025-5/2026</p>	<p><b>Performance Target:</b> 100% of our 3-5 teachers will meet in CCCs within fifteen days of administering the ELA Beacon assessment to analyze school-wide data and target instructional action steps.</p>
		<p><b>Implementation</b> (<i>include person responsible</i>):</p> <p><b>Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>Administration will communicate assessment windows and testing environment expectations</li> <li>Designate CCC meeting dates falling within the ten-day post assessment timeframe to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement.</li> </ul> <p><b>Before the CCC Meeting grade level teachers will</b></p> <ul style="list-style-type: none"> <li>Run Beacon data reports and save into excel</li> <li>Disaggregate data by ELA subcategory</li> <li>Review and analyze class specific data to collaborate on targeted instructional action steps</li> </ul> <p><b>During the CCC Meeting grade level teachers along with administration will</b></p> <ul style="list-style-type: none"> <li>Use a structured data protocol i.e. What? So what? Now what?</li> <li>Identify trends, strengths, and areas for growth</li> </ul>
		<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Weekly CCC meeting minutes</li> <li>ELA Beacon data reports</li> <li>Walk through form data to monitor instructional action step implementation</li> </ul>
		<p><b>Progress Monitoring:</b> Within 15 days from end of assessment window</p> <p>10/2/2025</p> <p>1/22/2026</p> <p>4/2/2026</p>
<p><b>GOAL #3</b> <b>Math (K-2)</b></p>	<p>During the 2025-2026 SY, the percentage of students in first and second grade scoring in the <b>prepared</b> band will increase from 49% to 52% as measured by the spring administration of the Beacon Assessment.</p>	

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?
<b>Action Step 1:</b> Throughout each mathematical unit outlined in the CCSD grade-level frameworks, K-2 teachers will integrate at least one instructional plan from the Georgia Inspire website that aligns with the unit of study, enriching real-world problem-solving applications of the standards as observed through instructional walks.	8/2025-9/2025	<b>Performance Target:</b> 100% of our K-2 teachers will implement at least one math instructional plan from the Georgia Inspire website that correlates to the CCSD mathematical unit of study.
	9/2025-5/2026	<b>Implementation (include person responsible):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"> <li>The local school PL contact will provide professional development for K-2 teachers on accessing and effectively utilizing the Georgia Inspire instructional plans.</li> <li>K-2 teachers will collaborate to align selected instructional plans with the CCSD frameworks, ensuring real-world application of the math standards.</li> </ul> <b>Throughout the Year:</b> <ul style="list-style-type: none"> <li>K-2 teachers will implement the selected Georgia Inspire instructional plans within the CCSD units of study, integrating problem-solving activities to deepen the conceptual understanding of the standard.</li> <li>K-2 teachers will collect student performance data using common formative assessments to evaluate the impact of real-world problem-solving applications.</li> <li>CCC meetings will serve as a platform for teachers to analyze data, refine instructional strategies, and adjust instruction based on student progress.</li> <li>Instructional leaders and administration will conduct quarterly classroom walkthroughs to assess implementation and provide targeted support.</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Unit instructional maps will outline Georgia Inspire math instructional plan alignment with each unit of study, including the designated implementation timeframe.</li> <li>Weekly CCC meeting minutes will document data analysis and discussions on best instructional strategies based on formative assessment results</li> <li>Walkthrough form data will track and document the integration and usage of the Georgia Inspire math instructional plans in the classroom.</li> </ul>
		<b>Progress Monitoring:</b> Each grade level will plan out quarterly when to include the Georgia Inspire math instructional plan that correlates to the CCSD mathematical unit of study as outlined on the frameworks.

<b>Action Step 2:</b> Within ten days of each Math Beacon assessment window, administrators and instructional leaders will facilitate grade level CCC meetings with 1 <sup>st</sup> -2 <sup>nd</sup> grade teachers to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement as documented in CCC meeting minutes.	8/2025	<b>Performance Target:</b> 100% of our first and second grade teachers will meet in CCCs within fifteen days of administering the Math Beacon assessment to analyze school-wide data and target instructional action steps.
	9/2025-5/2026	<b>Implementation (include person responsible):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"><li>Administration will communicate assessment windows and testing environment expectations</li><li>Designate CCC meeting dates falling within the ten-day post assessment timeframe to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement.</li></ul> <b>Before the CCC Meeting grade level teachers will</b> <ul style="list-style-type: none"><li>Run Beacon data reports and save into excel</li><li>Disaggregate data by ELA subcategory</li><li>Review and analyze class specific data to collaborate on targeted instructional action steps</li></ul> <b>During the CCC Meeting grade level teachers along with administration will</b> <ul style="list-style-type: none"><li>Use a structured data protocol i.e. What? So what? Now what?</li><li>Identify trends, strengths, and areas for growth</li></ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"><li>Weekly CCC meeting minutes</li><li>Math Beacon data reports</li><li>Walk through form data to monitor instructional action step implementation</li></ul>
		<b>Progress Monitoring:</b> Within 15 days from end of assessment window 10/2/2025 1/22/2026 4/2/2026

<b>GOAL #4</b> <b>Math (3-5)</b>	During the 2025-2026 SY, the percentage of students in 3-5 grade scoring in the <b>proficient</b> and <b>distinguished</b> bands will increase from 57% to 60% as measured by the spring administration of the Georgia Milestone Assessment.
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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?
<b>Action Step 1:</b> Throughout each mathematical unit outlined in the CCSD grade-level frameworks, 3-5 teachers will integrate at least one instructional plan from the Georgia Inspire website that aligns with the unit of study, enriching real-world problem-solving applications of the standards as observed through instructional walks.	8/2025-9/2025          9/2025-5/2026	<b>Performance Target:</b> 100% of our 3-5 teachers will implement at least one math instructional plan from the Georgia Inspire website that correlates to the CCSD mathematical unit of study.
		<b>Implementation (<i>include person responsible</i>):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"> <li>The local school PL contact will provide professional development for K-2 teachers on accessing and effectively utilizing the Georgia Inspire instructional plans.</li> <li>3-5 teachers will collaborate to align selected instructional plans with the CCSD frameworks, ensuring real-world application of the math standards.</li> </ul> <b>Throughout the Year:</b> <ul style="list-style-type: none"> <li>3-5 teachers will implement the selected Georgia Inspire instructional plans within the CCSD units of study, integrating problem-solving activities to deepen the conceptual understanding of the standard.</li> <li>3-5 teachers will collect student performance data using common formative assessments to evaluate the impact of real-world problem-solving applications.</li> <li>CCC meetings will serve as a platform for teachers to analyze data, refine instructional strategies, and adjust instruction based on student progress.</li> <li>Instructional leaders and administration will conduct quarterly classroom walkthroughs to assess implementation and provide targeted support.</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Unit instructional maps will outline Georgia Inspire math instructional plan alignment with each unit of study, including the designated implementation timeframe.</li> <li>Weekly CCC meeting minutes will document data analysis and discussions on best instructional strategies based on formative assessment results</li> <li>Walkthrough form data will track and document the integration and usage of the Georgia Inspire math instructional plans in the classroom.</li> </ul>
		<b>Progress Monitoring:</b> Each grade level will plan out quarterly when to include the Georgia Inspire math instructional plan that correlates to the CCSD mathematical unit of study as outlined on the frameworks.

<b>Action Step 2:</b> Within ten days of each Math Beacon assessment window, administrators and instructional leaders will facilitate grade level CCC meetings with 3-5 teachers to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement as documented in CCC meeting minutes.	8/2025	<b>Performance Target:</b> 100% of our 3-5 teachers will meet in CCCs within fifteen days of administering the Math Beacon assessment to analyze school-wide data and target instructional action steps.
	9/2025-5/2026	<b>Implementation (include person responsible):</b> <b>Beginning of the Year:</b> <ul style="list-style-type: none"> <li>Administration will communicate assessment windows and testing environment expectations</li> <li>Designate CCC meeting dates falling within the ten-day post assessment timeframe to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement.</li> </ul> <b>Before the CCC Meeting grade level teachers will</b> <ul style="list-style-type: none"> <li>Run Beacon data reports and save into excel</li> <li>Disaggregate data by ELA subcategory</li> <li>Review and analyze class specific data to collaborate on targeted instructional action steps</li> </ul> <b>During the CCC Meeting grade level teachers along with administration will</b> <ul style="list-style-type: none"> <li>Use a structured data protocol i.e. What? So what? Now what?</li> <li>Identify trends, strengths, and areas for growth</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Weekly CCC meeting minutes</li> <li>Math Beacon data reports</li> <li>Walk through form data to monitor instructional action step implementation</li> </ul>
		<b>Progress Monitoring:</b> Within 15 days from end of assessment window 10/2/2025 1/22/2026 4/2/2026

<b>GOAL #5</b> <b>School Selected</b>	By the end of the 2025-2026 school year, the percentage of students receiving discipline referrals will decrease from 22.5% (178 students) to 19.5% (154 students) as measured by discipline referral data collected from the Discipline Summation Data Report.
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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?
<b>Action Step:</b> Staff will participate in professional learning on the implementation of a discipline flow chart which outlines classroom-managed behaviors with corresponding strategies and administrative-managed behaviors with expectations for parent communication quarterly throughout the 2025-2026 school year as documented in CCC meeting minutes and noted through discipline referral data.		<b>Performance Target:</b> 100% of the staff will participate in quarterly discipline related professional learning from August 2025 through May 2026
		<b>Implementation (include person responsible):</b>  <b>Beginning of Year:</b> delivered by administration to all staff <ul style="list-style-type: none"> <li>Administration will create a clear visual guide categorizing behaviors handled at the classroom level and administrative level</li> <li>Provide strategy suggestions for teachers to manage classroom behaviors effectively.</li> <li>Walk staff through the flow chart, ensuring clarify on behavior management protocols</li> <li>Provide practice for entering referrals accurately and consistently in the discipline portal.</li> </ul> <b>Ongoing throughout the Year:</b> <ul style="list-style-type: none"> <li>Host quarterly refresher meetings to review common challenges and reinforce effective strategies.</li> <li>Include discussions on discipline data analysis during weekly CCC meetings, allowing staff to adjust classroom management strategies based on trends.</li> <li>Adjust the discipline flow chart and training sessions based on observed needs and teacher feedback throughout the year.</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Discipline flow cart documenting behavioral expectation and management protocols</li> <li>Weekly CCC meeting minutes</li> <li>Professional learning agenda and training materials</li> <li>Discipline referral data reports</li> </ul>
		<b>Progress Monitoring:</b> Pull discipline referral reports at the end of each quarter to compare referrals to previous quarter and baseline of 178 referrals. 11/4/2025 1/27/2026 3/19/2026 5/14/2026

Final Notes
Principal Signature
Assistant Superintendent